DOCUMENT RESUME

ED 140 532 EC 100 871

AUTHOR	Alber, M. Bernadette, Ed.
TITLE	LISTENING: A Curriculum Guide for Teachers of Visually Impaired Students.
INSTITUTION	Illinois State Office of Education, Springfield.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	[74]
GRANT	OEG-3-6-062679-156(607)
NOTE	107p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Auditory Discrimination; *Auditory Training; Aural Learning; *Curriculum Guides; Elementary Secondary Education; Listening; *Listening Skills; Objectives; *Visually Handicapped

ABSTRACT

Presented for teachers of visually impaired students is a curriculum guide focusing on listening skills. The guide provides hierarchically arranged long range goals and short term objectives for skills in auditory reception, auditory discrimination, auditory memory, auditory sequential memory, auditory closure, auditory association, and auditory comprehension. Each objective is accompanied by information on procedures for identifying level of placement and developmental activities and materials. (CL)

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LISTENING:

A Curriculum Guide for Teachers of Visually Impaired Students

Specialized Educational Services Department

Materials Development and Dissemination Section

State Board of Education
Illinois Office of Education

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Funded in part by

The Bureau of Education for the Handicapped

Grant #OEG-3-6-062679-156(607)

EC100871

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FOREWORD

During the school year 1972-1973 the Department for Exceptional Children, Educational Media and Information Service, Illinois Office of Education, State of Illinois, conducted a study to determine the areas of difficulty confronting visually impaired students at the post-high school level. Information was gathered from special education teachers, counselors with the Illinois Division of Vocational Rehabilitation, university personnel appointed to serve the visually impaired population and students themselves. Three areas were identified as those which interfered with the students' abilities to maintain themselves adequately. As a group the visually impaired population appeared to lack the necessary skills in orientation and mobility, activities of daily living and/or listening comprehension to function independently on university campuses or in vocational training programs. A significant number of students left school or training because they were unable to comprehend lecture material, travel independently from class to class and/or care for personal needs in dormitory settings. The study did not indicate that **all** visually impaired young adults lacked these skills. There were many independent individuals enrolled in the training programs, colleges and universities of the state. This latter group was fortunate in that the members had participated in programs which emphasized total education. Academic as well as non-academic learning had been incorporated into their educational programs through grade twelve. The former group could have benefited from greater involvement in similar sessions.

One difficulty confronting special educators in the development of non-academic learning plans was the lack of material for use with visually impaired students of all ages in the three identified areas. Some available aids were extremely primary and demeaning to older youths despite their deficient skills. Other guides were designed for use with upper grade students and did not suggest activities which could be utilized in the development of readiness skills at the primary level. In recognition of this lack of appropriate material, the Illinois Office of Education established three committees and assigned one of the three areas to each, i.e., orientation and mobility, activities of daily living or listening. The groups were directed to investigate available products, identify areas of concern and develop materials which could be easily utilized by those involved in the education of visually impaired students.

The committee assigned to listening skills reviewed the literature dealing with listening and auditory comprehension in the fields of general education, education of the visually impaired and specific learning disabilities. Listening skills curriculum guides were carefully studied for age/content appropriateness, for use with the visually impaired school population. The consensus of the committee was that much of the available material did not meet the specific needs of the target population. This decision was reached for the following reasons:

1. Many of the available curricular materials were designed to develop auditory perception but did not provide direction for the development of auditory comprehension.

2. Some of the guides appeared to be parochial in nature. The suggested activities relied heavily upon equipment and materials available in the home setting but which were not universally available.

3. Much of the commercially available material relied heavily upon visual input, was extremely primary and/or was prohibitively expensive.

As a result of these concerns the members of the committee agreed to concentrate upon the development of **Listening: A Curriculum Guide for Teachers of Visually Impaired Students** (The Guide).

The committee was unanimously committed to the development of a curriculum which was hierarchical in nature, one which began with rudimentary skills and logically progressed to higher cognitive processes. General education and special education for the visually impaired did not offer such a structure. The committee turned to the area of specific learning disabilities wherein the diagnostic programming for students was based upon task analysis and developmental progression. **Auditory Training: A Guide for Teachers of the Handicapped** (Eden, Green, Hansen, p.3) provided the committee with the basic elements of the structure. The authors of that volume suggest auditory reception, auditory discrimination, auditory memory, auditory sequential memory, grammatic closure, and auditory association as components of good listening skills. The members of the committee felt that one additional ability was essential, that of auditory comprehension. This was defined as the bringing together and processing of all previous skills to develop abstract reasoning. The definition provided in **The Guide** was agreed upon by the committee.

The activities listed in **The Guide** can, for the most part, be modified for students of any age. The two areas where some difficulty in adaption will be encountered are those of auditory reception and auditory discrimination which are basic skills. Rarely do youths beyond the third grade give evidence of deficits in these areas. Nevertheless, if problems are identified in older students they should be encouraged to take part in the activities for it will not be possible to develop fully more advanced skills as each is contingent upon previous learnings.

One problem which teachers might identify is that of level of placement. For this reason the **Procedures** section is included in each category. Through the suggestions listed the teacher will be able to determine if the student has acquired a specific skill. If not, the teacher can follow the described steps and enrich the student's experiences through the utilization of the developmental activities. To determine if the student has acquired the skill the teacher should repeat the behavioral activities listed in the **Procedures** section.

The editor of **The Guide** expresses appreciation to the committee members and the staff of the Illinois Office of Education for their commitment to the education of visually impaired students. The professional members of the group extended themselves beyond the original agreement in an effort to utilize available expertise. The supportive members of the staff provided all services possible to make the assigned task move smoothly. The editor would like to take this opportunity to thank –

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To Ms. Bobbie Cheaney, the convener of the sessions and liaison with the Illinois Office of Education, the editor would like to express special appreciation for all the help and cooperation which made this publication possible.

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INTRODUCTION

It is unquestionably recognized that the tactile and auditory channels are the major sources utilized by a visually impaired student for the acquisition of information. From the time the small child enters the educational system, emphasis is placed on the development of tactile awareness and readiness skills which are important to the ultimate mastery of reading. The emphasis placed by special educators on the development of these skills is understandable for they are an extremely important aspect in educational planning for visually impaired students.

In some cases, though, concentration on tactile skills or even special print reading skills has been at the sacrifice of training in listening skills and the development of auditory comprehension. This is not only true in the field of education of the visually impaired but also in general education. The review of the literature indicates that

> while special concern for the instruction of speaking and reading is common, the child is typically expected to acquire the ability to listen without special instruction. The fact is that many children do not acquire functional skills in listening by themselves (Lerner, p. 160).

This concern appears to ignore the fact that listening is a skill which requires as much emphasis and training as any of the other language arts. Listening is important for it

> . . .is the organism's primary distance scanning sense. It is the basic avenue through which the individual maintains contact with his environment, day and night. Moreover, it is the primary channel for language acquisition and interpersonal communication (Johnson and Myklebust, p. 67).

For the visually impaired student the importance of the auditory inputs are magnified for the student is unable to monitor and enhance what is heard through utilization of visual clues as are his/her seeing peers. If the student is to remember instructions, gain meaning, and draw conclusions he/she must rely upon what is heard. If the student does not know how to listen effectively he/she may develop distorted meanings or faulty concepts.

The development of good listening skills is difficult;

> ". . .in some respects it is more difficult than reading. In the process of reading, a strange word may be the signal to stop, look at other words in the sentence or pictures on the page. . . In listening this is not possible. One must make a hasty guess as the speaker continues, rethink what the speaker has said while keeping up with the current ideas being spoken" (Anderson, p. 82).

The teacher should organize a program for the development of listening in the same way plans are carefully developed in reading, writing and arithmetic. The educational plan which is developed should be designed to meet the needs of each child. Not every student will need to begin at the same point. Many students will have well-developed skills in auditory perceptual areas. Others will not. Some students will have difficulty discriminating similar sounds such as door chime and clock chime, while some students may not recognize the difference in the phonemes of the language (b/p,f/f). Still others may be unable to remember a series of directions or the events of a story and yet another child may have difficulty determining the main idea and supportive facts heard in a science lecture. Each of these students requires a different plan. Training for one of the students would start with basic discrimination exercises whereas another would profit from work at higher, more abstract levels.

As the teacher plans each program it must be kept in mind that it is necessary to ". . .give systematic, motivated instruction in the many skills which go toward building listening power" (Wagner, p. 5). Johnson and Myklebust emphasize that ". . .verbalizations must not merely be repetition, but should be coordinated with the experience" (p. 95).

The special teacher is cautioned not to use **The Guide** as a recipe book. It is only a guide. Observe each student, determine strengths and weaknesses, assess needs and then formulate goals based on the conclusions. Turn to **The Guide** for the behavioral objectives which are useful in the attainment of these goals. Modify or change the activities so they will be of interest to each student. Simplify or enhance them so they will be age-appropriate and finally reassess the student's progress at regular intervals to determine if progress is being made and if the perscriptive educational plan is appropriate.

Auditory Reception

Play the "Echo Game"

AUDITORY RECEPTION

Auditory reception involves the ability to derive meaning from what is heard whether it concerns specific sounds, conversation, or other verbally presented material. Examples of auditory reception would include such things as:

- . . .A baby hearing his mother's voice and turning in the direction of that sound.
- . . .Hearing a siren when you are driving and responding by pulling over to the side of the road.
- . . .On the verbal level, auditory reception involves the ability to understand and respond to such questions as: Do clocks yawn? The child's answer, either yes or no, would indicate whether he could derive meaning from the verbally presented material.

A child with an auditory reception problem may have some of the following characteristics:

- . . .The child may be unable to grasp more than simple short directions although seeming to be normally intelligent in other areas.
- . . .This type of child does not care for word games or games which require response to verbal directions.
- . . .Their relationships with peers are difficult as they do not understand what the other children are talking about and they may feel left out or get their feelings hurt.
- . . .The child understands stories and instructions better if pictures, diagrams, or demonstrations are used. The child requires more visual aids to supplement verbal directions (Eden, et al, p. 3).

Auditory reception is the first skill to develop. The infant in the crib quickly begins to respond to the sounds of the environment. Certain tones of voice begin to take on meaning which quickly add new dimensions to the auditory skills such as auditory discrimination and auditory memory.

The teacher will want to do all he/she can to help the child listen more attentively. Some suggestions to consider are:

1. Be sure to have the child's attention before giving a direction, i.e., "**Susan**, will you please read next?" You can also use attention getting words such as "**Ready**," "**Class listen**," etc.

2. Give directions only once. The students will soon learn that they must be ready to listen from the beginning of the class discussion. This technique is also effective in increasing attention.

3. In class discussions use the names of items in preference to referring to them by pronouns, e.g., "Jean, will you please read the second problem from the blackboard?" rather than "Jean, will you please read it from here?"

4. As the students are involved in activities or projects, reinforce their awareness of involvement by discussing what they are doing, e.g., "John, this bookend you made is well done. You did an especially good job of matching the corners," rather than "John, this looks good."

SKILL: Identify non-verbal sounds in the environment.

AUDITORY RECEPTION

I. LONG RANGE GOAL:

Given a sound within the immediate environment the student will point to, name, or perform the action called for in each activity.

A. SHORT TERM OBJECTIVE:

Given common household sounds the student will point to, name, or respond to the stimulus as directed.

SOUNDS TO BE IDENTIFIED	PROCEDURE for identifying level placement
Running water Telephone Household bells Alarm clock Vacuum cleaner Flushing of toilet Opening/closing of closet doors Kitchen sounds Workshop sounds Furnace Air conditioner Buzzing of neon light	1. Determine if the student is able to identify a specific sound, e.g., electric blender. a. Present the sound of the object. b. Have the student name the object. 2. If the student is unable to identify the sound, follow these steps: a. Listen to the sound of the object. b. Look at the object. c. Talk about the object. d. Name the object. e. Have the student repeat the name. f. Present the sound again. g. Have the student name the object.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Make tapes on common household sounds. Have the student identify them.
2. Using the same tape, play a game with several students, e.g., Who can identify the most sounds. One child is "it." The child continues to name the sounds until one is missed. The next child then identifies sounds until he misses, and so on.
3. The student records sounds at home and brings the tape to school. During the activity periods other students try to identify the sounds.
4. Use the sections from **Sounds I Can Hear** which present common household sounds the student should be able to identify.
5. Use:

Sound and Fancy[2] (tapes, cassettes, or records).

B. SHORT TERM OBJECTIVE:

Given common sounds of school the student will respond as directed.

SOUNDS TO BE IDENTIFIED	PROCEDURE for identifying level placement
School bells Emergency bells Gym noises Hallway sounds Office machines Playground noises Cafeteria sounds Ship noises	1. Check to determine if the student is able to identify all school sounds and associate them with appropriate area. a. Walk past the school area to be identified. b. Ask the student to identify the sound and name the area of the school to which it belongs, e.g., the electric planer in the wood shop. 2. If the student is unable to respond as directed, follow these steps: a. Walk through the area b. Discuss any unique sounds that are heard, e.g., typewriter in the office. c. Examine and discuss the equipment. When possible allow the student to operate the object, e.g., cash register in the cafeteria. d. Walk past the area again. e. Ask the student to identify the area. f. When appropriate ask the student to name the sounds heard which aided in identifying the area.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Record the sounds of an area. Play "Roving Reporter" and ask the student to identify the area.
2. Use rhythm instruments[3]. Ask the student to duplicate a rhythm pattern.
3. Encourage the students to form a rhythm band. Aid them in developing the ability to identify and repeat sound patterns.
4. Perform an activity involving sound, e.g., tearing paper, dropping an object, blowing your nose. Ask the child to identify the sound.
5. Use the sections from **Sounds I Can Hear**[1] which presents sounds that may be heard around the school.

C. SHORT TERM OBJECTIVE:

Given sounds within the community the student will analyze the sound and respond as directed.

SOUNDS TO BE IDENTIFIED	PROCEDURE for identifying level of placement
Lawn mowers Motor vehicles Sirens Horns Animals Safety signals Weather Stores Crowds	1. Determine if the student is able to identify community sounds appropriate to his/her age and background. a. Present a specific sound, e.g., roar of a lawn mower, moo of a cow. b. Ask the student to identify the sound. 2. If the student is unable to respond as directed, follow these steps: a. Present the sound. b. Discuss the sound. When possible, have the object available for the student to examine and manipulate, e.g., stadium horn, kitten. c. Point out unique characteristics of the sound, e.g., shrillness, pulsating beat. d. Present the sound again. e. Ask the student to identify the sound.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Play a record or tape of community sounds. Ask the student to identify what is heard.

2. Record an area of the neighborhood, e.g., grocery store.
Play "Detective." Ask the child to identify the area.
Have the child tell how he/she knows he/she is correct.

3. Present a sound. Have the child pantomime an appropriate response, e.g., "Close the window when it rains." "Wait for a car to pass before crossing the street."

4. Use the section from **Sounds I Can Hear**[1] which presents sounds from the neighborhood that the student should be able to identify.

5. Use:

Familiar Sounds[4] (cassette)
Flowers[5] (tapes)
Listening Language Laboratories[6] (cassette)
Sounds of My City[7] (record cassette)

SKILL: Identify common verbal sounds.

II. LONG RANGE GOAL:

Given a verbal sound within the immediate environment, the student will point to, name, or perform the action called for in each activity.

A. SHORT TERM OBJECTIVE:

Given a sound, the student will be able to duplicate the sound verbally, identify the sound, or perform the action requested.

SOUNDS TO BE IDENTIFIED	PROCEDURE for identifying level of placement
Voices	1. Determine if the student is able to recognize the voice of a familiar person, e.g., parent, teacher, classmate. a. Present the recorded voice of an individual. b. Have the student identify the individual from the voice. 2. If the student is unable to identify the speaker, follow this procedure: a. Present a recorded statement by an individual. b. Say to the student, "This is ." c. Present the recorded voice again. Ask the student to identify the person speaking.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present recorded voices of individuals with which the student is familar. Ask the student to identify each individual.

2. Play the "Echo" game. Ask one student to say something.
Ask another student to repeat what was heard.

SOUNDS TO BE IDENTIFIED	PROCEDURE for identifying level of placement
Words	1. Determine if the student is able to recognize words and associate meaning. a. Name an object b. Ask the student to point to or identify the object. 2. If the student is unable to identify the word, follow this procedure: a. Hand the object to the student. b. Name the object, e.g., "This is a test tube." c. Remove the object. d. Name the object. e. Ask the student to point to or hand the object to you, e.g., "Which is the test tube?"

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Play a game and ask the student to point to objects as you name them. What the student misses, it is the next student's turn.

2. Give the student an object. Ask the student to name the object.

3. Ask the student to pantomime a word, e.g., fun, walk, sadness, joy.

4. The teacher gives an instruction to the student, emphasizing a specific word. The student repeats the phrase with similar inflection.

5. The teacher makes a statement. The student pantomimes the essence of the sentence e.g., "This is a happy time." "I feel so sad."

6. Play "Climbing to the top." Give the child a drawing of a ladder. Call off a series of words. Each time the child hears the stimulus word he/she moves forward one step on the ladder. When the child reaches the top he calls out the signal word. Example: down, cut, **eat**, able, **eat**, eating, apron, **eat**. Vary the complexity of the task by using similar words, e.g., eat, **can**, camp, **can**, catch, pan, **can**.

7. Present the student with a series of objects. Be sure the student is able to identify the objects. Lay the objects in front of the student. Ask him/her to perform activities utilizing the objects, e.g., "Pick up the airplane." "Hand me the wrench." Present only one direction at a time. Verify that the student is able to perform the instruction. Give an instruction for all objects presented to the student.

8. Play the game, "What is wrong!" Give the student an inappropriate direction and ask the student to say what is incorrect, e.g., "I wanted to hang the picture so I got the saw."

9. Read an absurdity to the student, e.g., "I froze from the heat of the fire." Ask the student to tell what is wrong with the statement.

SOUNDS TO BE IDENTIFIED	PROCEDURE for identifying level of placement
Nonsense words and phrases	1. Determine if the student is able to repeat what is heard. a. Present a nonsense phrase. b. Ask the student to repeat the phrase. 2. If the student is unable to repeat what was heard, proceed as follows: a. Say a simple syllable, e.g., ma. b. Ask the student to repeat this syllable. c. Repeat the syllable as often as necessary until the student is able to duplicate it. d. Expand the stimulus so that the student is able to repeat nonsense words, e.g., abima, facsie, jamping.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Play the "What Did I Say" game. Give the student a series of nonsense terms. Ask the student to repeat them.

2. Make a nonsense statement. Ask the student to tell what you might mean, e.g., "Fram frelt frange!" Ask the student to repeat the phrase.

SOUNDS TO BE IDENTIFIED	PROCEDURE for identifying level of placement
Phonemes	1. Determine if the student is able to identify phonemes. a. Pronounce a phoneme. b. Ask the child to repeat the phoneme, e.g.,/b/,/a/ 2. If the child is unable to repeat the sound, follow this procedure: a. Orally present a phoneme, e.g.,/b,/f/. b. Ask the student to repeat the sound. c. If the student has difficulty, determine if the problem is caused by a speech impediment. If so, refer the student to the appropriate therapist. d. If not, practice the formation of the sound with the student. e. Say a word which begins with the stimulus sound. Ask the student to indicate when the sound is heard. f. Ask the student to repeat the sound each time he/she hears it.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Say a series of phonemes. Ask the student to listen for a specific sound. The student indicates the sound has been heard by raising a hand.

2. Present the blends and diagraphs individually. Ask the student to repeat what he/she hears, e.g.,/gr/,bl/,/ch/,etc.

3. Say a series of words. Ask the student to listen for a specific sound. The student indicates the sound has been heard by raising a hand, clapping, standing up, etc. Example: arch, share, clutch, fast, catch, shall, champ.

4. Ask the student to listen for a specific sound as you read a story. Each time the student hears the sound he should raise a hand.

5. The teacher names a series of words. Each time the initial (or medial or final) sound changes the student indicates by clapping hands, or, ringing a bell, etc. Example: fun, fast, fill/run, race, really/shall, shin, shallow/ etc.

6. Ask the student to think of as many words as he/she can which begin with a specific sound, e.g., "str." List the words. Have the students make "bingo" cards by arranging the words on a sheet of paper which has been divided into boxes.

street	string	strum	stray	strip
strike	strife	strafe	strap	strung
stream	stroke	free	stroke	street
strain	struck	strip	straw	struck
straight	streak	stretch	stress	strange

The teacher writes the words on small cards. He/she draws one card at a time and reads the word. The student covers the word on his card with a marker. Since the purpose of the game is to stimulate immediate auditory recall, no other clues should be given. The first student to cover five squares horizontally, vertically or diagnonally wins the game.

B. SHORT TERM OBJECTIVE:

Given a spoken direction, the student performs the appropriate action.

SOUNDS TO BE IDENTIFIED	PROCEDURE for identifying level of placement
Commands Directions	1. Determine if the student is able to follow commands and directions. a. Give a simple direction, e.g., "Show me your shoe." b. See if the student is able to perform as directed. 2. If the student is unable to do so, follow these steps: a. Give the student a command or direction. b. Show the student how to perform the action by moving him/her through the action, e.g., "Close the door." Walk to the door, place the student's hand on the knob and show the student how to close the door. c. Again ask the student to follow the direction to see if he/she is able to perform the action.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Keep directions simple and to the point.
2. Give the student commands which involve directional movement, e.g., "Take two steps to the right." "Put the book on the table in front of you."
3. The first commands should involve movement in an area with which the student is familiar, e.g., the classroom.
4. As soon as possible, give directions which will take the student to other areas of the school, e.g., "Take this note to the office."
5. Use:

   Auditory Perception Training[8] (tape).

AUDITORY RECEPTION

BIBLIOGRAPHY

[1] **Sounds I Can Hear**. Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025.

These four records present simple stories and sounds designed to encourage the listener to listen carefully. The student is instructed to listen carefully then isolate and identify sounds he/she might hear around the house, zoo, farm, school and neighborhood.

[2] **Sound and Fancy**. Wilson Educational Recordings, Cassettes Unlimited, Roanoke, Texas 76262.

The student participates in listening games designed to develop beginning readiness skills. The activities incorporate common sounds with which small children are familiar. Some modification of the device for use with visually impaired students is required.

[3] **Economy Rhythm Band Outfit**. Beckley-Cardy Company, 1900 N. Narragansett Avenue, Chicago, Illinois 60639.

The outfit contains nine different instruments consisting of cymbals, triangle, wrist bells, jingle taps, sand blocks, tap-a-taps, tone block, rhythm sticks and guiro tone block. The buyer also receives conductor baton and an instruction book.

[4] **Familiar Sounds**. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648.

This tape contains 50 familiar sounds such as a man's voice, a woman's voice, a child's voice, a dog barking, a bell ringing. The purpose is to teach sound skills and identification.

[5] Flowers, Arthur. **Central Auditory Abilities Training Program**. Perceptual Learning Systems, P.O. Box 4209, Dearborn, Michigan.

An organized program for teaching through the auditory channel. It is useful in kindergarten and first grade for the identification of perceptual deficits or immaturity. The program is useful for enriching receptive language through training receptive language abilities.

[6] **Listening Language Laboratories**. Science Research Associates, Inc. 259 E. Erie Street, Chicago, Illinois 60611.

Grades 1-3:
A tape cassette program combining the teaching of language concepts and the building of language concepts and building of listening skills. Each of the 48 taped lessons for each grade presents a specific set of words and then weaves the words into a narrative to reinforce language concepts.

Grades 4-6:
A tape cassette program involving the development of language skills and listening skills. The **Laboratory** for each grade contains 24 cassettes, each comprising a unit of four stories. It can be used for group or individual instruction.

[7] **Sounds of My City**. Folkways Label, Scholastic Audio-Visual, 906 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

A portrayal of New York capturing the sounds of sirens, subways, trains, ethnic songs, children's songs, etc.

[8] **Auditory Perception Training**. Developmental Learning Materials, 7440 N. Natchez Avenue, Chicago, Illinois 60648.

This listening aid consists of a series of taped lessons each lasting approximately ten minutes. A series of directions is presented and the student indicates his/her response by marking a response sheet. The material is presented at a junior high school level.

Auditory Discrimination

"Whis-s-s-per"

AUDITORY DISCRIMINATION

Auditory discrimination is the ability to hear likenesses and differences between sounds. It would include such things as:

- . . .Identifying the differences between a car horn honking and a glass being filled with water. (This would be considered a gross auditory discrimination activity.)
- . . .Identifying the difference between the sound of "f" and the sound of "t." (This similarity would be considered to be a fine auditory discrimination activity.)
- . . .Being able to identify loud and soft sounds, differences in pitch, and high and low keys being played on a piano.

A child who has difficulty in this area may:

- . . .Have difficulty learning the sounds associated with letters of the alphabet.
- . . .Confuse words which sound similar, e.g., gourd for Lord, or singer for stinger.
- . . .Will often guess at unfamiliar words due to poor phonetic abilities.
- . . .Have poor word attack skills (Eden, et al, p.11).

Once it is established that the student accurately perceives the sounds heard, attention is directed toward discrimination. The recognition of gross (extreme) differences between sounds is emphasized first. Once this is established the student partakes of activities which develop the ability to recognize fine (minimal)differences. "When (this) awareness has been developed the child should be encouraged to respond consistently. . .(Johnson & Myklebust, p.70), [to] recognize and properly identify louder, softer, higher, nearer, etc.

One integral aspect of auditory discrimination is the identification of background/foreground sounds. This skill is especially important for students during class lectures. They must learn to screen out any auditory stimulus which is unimportant at the moment and focus on the primary matter. The student must also be able to refocus auditory attention according to the demands of the situation; e.g., if the student is listening to a class lecture and the fire bell rings the student must be able to direct attention promptly toward any instructions or safety precautions which might be directed to him/her. At the appropriate time the student must then be able to return his attention to the original involvement.

Auditory discrimination is the second rudimentary skill which most students possess at the time they enter school. Many younger children have had numerous opportunities to learn to distinguish between different types of sounds. They have learned to focus on the important stimulus and to deal with it. The teacher should be cautioned, however, not to assume that the student is using this skill acceptably. Some students have learned to tune out the important stimulus because it is not as interesting as another. This type of inappropriate behavior is seen in the student who does not hear his/her name called when watching T.V. or does not react to the tardy bell when on the playground.

AUDITORY DISCRIMINATION

SKILL: Discriminate between non-verbal sounds in the environment.

I. LONG RANGE GOAL:

Given non-verbal auditory inputs, the student will process the stimuli and respond as directed.

A. SHORT TERM OBJECTIVE:

Given two sounds of greatly differing intensity, the student will be able to identify the sounds and discriminate between them.

SOUNDS TO BE DISCRIMINATED	PROCEDURES for identifying level of placement
Loud-soft High-low Near-far Long-short	1. Determine if the student is able to discriminate between differing sounds. a. Present two sounds of vastly differing intensities. b. Ask the student to indicate which is louder/softer or higher/lower. 2. If the student is unable to discriminate between the sounds, proceed as follows: a. Present a very loud sound. Say, "This is loud." b. Present the loud sound again. Ask the student to describe the sound. "It is loud." c. Present a very soft sound. Say, "This sound is soft." d. Ask the student to describe the sound. e. Present both sounds. Ask the student to describe the sounds. f. If the student continues to have difficulty discriminating between the intensities of the sounds, have the student place his/her hands on the object as it is sounded. In this manner the student can also "feel" the difference in vibrations of loud and soft sounds.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Ask the student to pace as the sound is presented. The student must change pace when the tempo of the music changes.

2. Ask the student to distinguish between the sounds of a drum rattle, whistle, or the instruments of an orchestra, etc.

3. Play different records. Discuss which music is slow, or fast, etc.

4. Play "Reach to the Sky." When the student hears a high sound he/she reaches to the sky. When the student hears a low sound he/she touches the ground.

5. Discuss the difference between the bark of a dog, the mew of a cat, etc.

6. Ask the student to discuss the difference in the sounds around school, e.g., the tardy bell and the fire bell, the footsteps of students or teachers.

7. Have a rhythm band[1]. Ask the student to discuss the differences between the sounds of the instruments.

8. Talk about the sounds of a car, bus, truck, etc. Ask the student to identify the differences.

9. Show the student several items, such as a glass, can, and bell. As you tap each item, ask the student to name the object.

10. Use:

    Exploring Sound and Grouping[2] (cassette or record)
    Buzzer Board and Pattern Cards[4]
    I Heard It With My Own Two Ears[3] (cassette or tape).

B. SHORT TERM OBJECTIVE:

Given two sounds of similar intensity, the student will be able to identify the sound called for.

SOUNDS TO BE DISCRIMINATED	PROCEDURE for identifying the level of placement
Loud-soft High-low Near-far Long-short	1. Determine if the student is able to discriminate between similar sounds. 2. If the student is unable to discriminate easily, repeat the activities designed to teach the discrimination of gross differences. Slowly decrease the difference in intensity until the student is able to recognize fine differences.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Ask the student to identify different types of bells, chimes, musical instruments, notes on the piano, etc.
2. Repeat activity 1. Focus attention on the pitch of the sound, the intensity of the sound, and the volume of the sound.
3. Present two similar clap patterns. Ask the student to describe the difference.
4. Ask the student to tell the difference between the sounds around the room, e.g., opening a drawer, closing a cupboard, moving a chair.

SKILL: Discriminate between different verbal sounds.

II. LONG RANGE GOAL

Given verbal inputs the student will process the sounds and respond as directed.

This section concentrates on pre-phonetic and phonetic reading skills. The sequence of inter-related skills is also listed in the teacher's guide of basal reading programs. Workbooks have additional pages which can be used. Tactile as well as visual materials should be available to reinforce learning. Magnetic plastic symbols[3], symbol templates, and blocks with raised symbols are useful tactile learning materials.

It should be remembered that if a student cannot articulate all of his/her language, it may be that the student has not developed the auditory discrimination skill to hear the differences. It may be necessary to seek additional help from the speech therapist who may also assist in getting an auditory screening examination.

(The SHORT TERM objectives for this section (II) are incorporated in the discriminatory activities which follow.)

SOUNDS TO BE DISCRIMINATED	PROCEDURE for identifying level of placement
Voices	1. Determine if the student is able to identify different voices. 2. If the student is unable to do so, proceed as follows: a. Present a voice. b. Identify the voice. c. Present the voice again. d. Ask the student to identify the voice. e. Present several voices. f. Ask the students to identify each. g. Increase the number of voices presented until the student is able to identify the voices of all significant persons.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Play "Who Is Knocking at My Door." One child knocks and calls through the door. The second child identifies who is at the door.

2. Increase the difficulty of the game by including two children at the door. Ask the child in the room to identify each voice.

3. Vary your inflections as you pronounce a word. PLLLease! PLEEEase! PleaSSe!; Or, Oh! OOOh! OOOOOhh! Ask the student to describe the differences.

4. Pronounce a multi-syllabic word accenting one syllable. Repeat the word accenting a different syllable. Ask the student to identify the accented syllable.

5. Present a sentence. Repeat the sentence expressing different feeling through voice tone. Ask the student to describe the emotion.

6. Read poems [6] limericks [7] jingles [8] and rhymes [9] Emphasize rhythm and voice quality.

7. Give the student a list of words. Ask the student to read them in an angry voice, humorous, bored, happy, tired, etc.

SOUNDS TO BE DISCRIMINATED	PROCEDURE for identifying level of placement
Words	1. Pronounce two words. Ask the student to indicate if they are the same or different. Begin with gross differences and proceed to more fine discrimination. 2. If the student is unable to recognize differences, proceed as follows: a. Pronounce the words slowly emphasizing the differences, e.g., m-m-m-ow-s-s-/ b-b-b-oy. b. Discuss the differences in the sounds. Be sure the student is able to hear the difference. When appropriate allow the student to place his/her hands on your face and throat so he/she can feel the difference. c. Present the words again. d. Ask the student to indicate if the words are different. 3. Continue with this activity presenting words with less obvious differences.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Play a record. Each time the student hears a stimulus word, instruct him/her to signify by clapping his hands, ringing a bell, etc.

2. Have the student say two words of his/her choice. The teacher responds if they are the same or different. Such student involvement will encourage participation.

3. USE:

   Happy Time Listening[10] (records).

SOUNDS TO BE DISCRIMINATED	PROCEDURES for identifying level of placement
Rhyming	1. Present two words and ask the student to indicate if they rhyme. 2. If the student is unable to recognize rhyming words, proceed as follows: a. Present two words. Emphasize the portion of the words which are similar, e.g., d-U-C-K/cl-U-C-K. b. Discuss the similarity in the sounds. Emphasize the elements of rhyme. c. Present the words again. d. Ask the student to indicate if the words rhyme.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Listen for words that rhyme in simple poems and stories. The student indicates recognition of rhyming words by clapping, raising his hand, etc.

2. Discuss rhyming words in riddles, jingles, nursery rhymes, and poetry. Ask the student to suggest rhyming words for a selection, e.g., "Jack and Jill went up the ."

3. Present a key word, e.g., jump. The student responds when he hears a rhyming word, e.g., ran, **lump**, skip, lamp, **stump**, **hump**.

4. Tape pairs of rhyming words. On an answer sheet the student circles "R" if the words rhyme and "D" if they do not rhyme.

5. Play "The Rhyming Word" game. The teacher says, "I am thinking of a word which rhymes with fast and means at the end." The student supplies the word.

6. Read the definitions from **Fun With Words**[11] (cards). Ask the student to supply the correct word.

SOUNDS TO BE DISCRIMINATED	PROCEDURES for identifying level of placement
Consonant phonemes Beginning Final Medial	1. Present two consonant phonemes. Ask the student to indicate if they are the same or different. 2. If the student is unable to discriminate between consonant sounds, proceed as follows: a. Present two grossly different sounds, e.g., /f/-/m/. b. Discuss the difference in the sounds. c. If necessary discuss how the sounds are formed. Have the student place his/her hands on his/her face to "feel" the difference in the sounds. d. Present the sounds again. e. Ask the student to indicate sameness or differences. f. Once the student is able to recognize gross differences, present more similar sounds, e.g. /b/-/t/.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present two similar words. Ask the student to indicate if the initial sounds of the words are the same or different. Proceed to final sounds and finally to medial sounds.

2. Ask the student to listen for a specific initial sound. Read a list of words. When the student hears the indicated sound, he/she raises a hand.

3. Activity 2 can be used to identify final and medial consonant sounds.

4. To add interest to the previous activities the student can indicate a response by pressing a buzzer or ringing a bell.

5. The preceeding activities can be extended to include a written response, e.g., "Write the words which begin with the indicated sound."

6. USE:

We Learn and Listen[12]
Sound Skills Albums 1 & 2 (records)[13]
Auditory Perception Program 28201: Auditory Discrimination[14]
Sounds[15]

SOUNDS TO BE DISCRIMINATED

Vowel phonemes

Beginning
Final
Medial*

*Medial vowel sounds are the most difficult to discriminate. Note procedures 3 and 4 to identify level of placement.

PROCEDURE for identifying level of placement

1. Present two vowel phonemes. Determine if the student is able to discriminate between them.

2. If the student is unable to recognize the differences in the sounds, proceed as follows:

   a. Present a vowel sound, e.g., a/a/.
   b. Ask the student to repeat the sound.
   c. Name the sound.
   d. Present a second vowel sound, e.g., e/e/e.
   e. Ask the student to repeat the sound.
   f. Name the sound.
   g. Present both sounds and ask the student to identify each.

3. Pronounce two words, ask the student to indicate if the words are the same or different, e.g., hit/hat, fan/fin.

4. If the student is unable to recognize similar words, proceed as follows:

   a. Pronounce the words slowly emphasizing the differences, e.g., h-III-t/h-AAA-t.
   b. Discuss the differences in the sounds. Be sure the student is able to hear the difference.
   c. Present the words again.
   d. Ask the student to indicate if the words are the same or different.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Adapt activities suggested in consonant phoneme section.

2. Present a simple word such as **bat**. Ask the student to change the vowel sound and pronounce the new word, e.g., b**i**t, but, bet. Include nonsense words in this auditory task.

3. Choose a story or poem in which a designated sound appears frequently. The teacher reads the selection and instructs the student to respond each time the sound is heard. Use BASIC LANGUAGE SKILLS PROGRAM[16] as a source.

4. Activity 2 can be complicated by instructing the student to listen for several vowel sounds. Ask the student to respond differently for each sound, e.g., clap when an /o/ is heard, snap fingers when an /a/ is heard.

5. Use:

   Sound Skills - Albums 1 & 2 records)[13]
   Short Vowel Tape Program (cassette)[17]
   Sounds (record)[15].

SOUNDS TO BE DISCRIMINATED	PROCEDURE for identifying level of placement
Consonant blends Consonant digraphs	1. Determine if the student is able to recognize the difference in the sounds of blends. 2. If the student is unable to discriminate between blends, proceed as follows: a. Present the sound of a blend, e.g., /cl/. b. Have the student repeat the sound. c. Discuss the sound and pronounce words in which the sound appears. d. Present a second blend sound, e.g.,/pl/. e. Ask the student to repeat the sound. f. Discuss the second blend. g. Present both sounds again and ask the student to discriminate between them.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present blends as they appear in common words, e.g., d-d-r-r-ri-, gr-r-row, s-s-p-p-l-lash. Ask the student to indicate the blend heard. The student may spell the word aloud or write a response on paper.

2. Present a consonant blend in the initial position in a word, e.g., present. Have the student repeat the word and indicate the blend.

3. Repeat activity 2 placing the consonant blend in the final position, e.g., past. Ask the student to repeat the word and indicate the blend.

4. Repeat activity 2 including the consonant blend in the medial position. e.g., aclaim.

5. Present a blend to the student. Ask the student to read a list of words and select the words which begin (or end) with the blend.

6. Present a word. Ask the student to write the blend heard. The blend may be in the initial, final or medial position.

SOUNDS TO BE DISCRIMINATED	PROCEDURE for identifying levels of placement
Syllables Number of syllables Accented syllables	1. Determine if the student is able to hear the syllables in a word. 2. If the student is unable to identify syllables, proceed as follows: a. Present a word, emphasizing the syllabification, e.g., trans-ac-tion. b. Ask the student to count the syllables as he/she hears them. c. Ask the student to say a word, pausing between syllables. d. Each time place emphasis on the syllabification. e. Present a word and ask the student to identify the syllables.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Place several noisemakers in front of the student. Present a pattern; ask the student to repeat the pattern.

2. Pronounce a word. Ask the student to clap the "parts" (syllables) he/she feels in each word. The students may use noisemakers or tap parts of their bodies.

3. Pronounce students' names, and names of common objects and actions, syllable by syllable. Ask the student to identify and indicate number of syllables.

4. From a vocabulary list, choose two-syllable words that have a common first syllable. Write the first syllable on a flash card; write the final syllables on another card. Say the parts. Ask the student to pronounce the words created by placing the syllables together.

	mon
com	pany
	fort

5. Suggested lists can be obtained from **Word Suffixes**[18]. Read a common word. Repeat the word slowly. The student raises the card when he/she hears the accented syllable.

SKILL: Sort out foreground sounds.

III. LONG RANGE GOAL:

Given multiple auditory stimuli the student will identify one specific sound and respond as directed.

(The SHORT TERM objectives for this section (III) are incorporated in the discriminatory activities which follow.)

SOUNDS TO BE IDENTIFIED	PROCEDURES for identifying levels of placement
Verbal vs. non-verbal	1. Prepare a tape of a verbal sound superimposed over a non-verbal background. 2. Ask the student to: a. Indicate if there are two sounds. b. Indicate which sound is dominant. c. Name the dominant sound. 3. If the student is unable to identify the sound, proceed as follows: a. Present the sound in isolation. b. Name the sound. c. Ask the student to name the sound. d. Present the sound again against a non-verbal background at low volume. e. Increase the volume of the background and continue to ask the student to identify the stimulus sound.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Tell a story over a background noise, e.g., the playground or a lawn mower outside the classroom. Ask the student questions about the story.

2. Present a tape consisting of a continual background noise with an intermittent verbal sound. The student indicates when he/she hears the verbal sound. The student listens for a word, phoneme, or another stimulus. When the sound is heard the student claps, raises a hand, etc.

3. Take the student to a noisy classroom or to a shop in the school. Present a series of directions which the student must perform. The student must screen out the background noises.

4. Repeat activity 3 at a noisy street intersection while practicing mobility.

5. Increase the intensity of the background noise until it is the same as the foreground stimulus. Continue to direct the student to attend to the verbal sound only.

6. Use:

   Flowers[19] (tape)
   Auditory Perception Program 2810, Figure-Ground Set[20] (tape)

SOUNDS TO BE IDENTIFIED	PROCEDURE for identifying level of placement
Non-verbal vs. verbal	1. Prepare a tape of a non-verbal sound superimposed over a verbal background. 2. Ask the student to: a. Indicate if there are two sounds. b. Indicate which sound is dominant. c. Name the dominant sound. 3. If the student is unable to identify the sound, proceed as follows: a. Present the non-verbal in isolation. b. Name the sound. c. Present the sound again against a verbal background of low intensity. d. Ask the student to name the sound. e. Increase the volume of the background and continue to ask the student to identify the stimulus sound.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present a continual verbal sound, such as the reading of a story. Interject non-verbal sounds. Instruct the student to indicate:
   a. When he/she hears the sound.
   b. What the sound is.
   c. The duration of the sound.
2. Repeat activity 1 varying the intensity and/or volume of the non-verbal sound.
3. Use:

   Auditory Perceptional Program 2810, Figure-Ground Set[20] (tape)

SOUND TO BE IDENTIFIED	PROCEDURE for identifying level of placement
Verbal vs. verbal	1. Prepare a tape of a verbal sound superimposed over a different verbal background. 2. Ask the student to: a. Indicate if there are two sounds. b. Indicate which sound is dominant. c. Name the dominant sound. 3. If the student is unable to identify the sound, proceed as follows: a. Present the dominant verbal sound in isolation. b. Name the sound. c. Ask the student to name the sound. d. Present the sound again against a verbal background of low intensity. e. Increase the volume of the background and continue to ask the student to identify the stimulus sound.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Vary the verbal sounds. Utilize male and female voices, dialects, pitch, intensity, etc.
2. Ask students to sing a duet. Ask another student to identify the songs and the students who are singing.
3. Tape the reading of a story. Interject an important direction over the reading, e.g., "Line up for recess." Have the student follow the direction.
4. Play a tape of an intermittent verbal sound over a continual verbal background. Instruct the student to respond when he/she hears the intermittent sound.
5. Use:

   Auditory Perception Program, 2810: Figure-Ground Set[20] (tape)

SOUNDS TO BE IDENTIFIED	PROCEDURE for identifying level of placement
Non-verbal vs. non-verbal	1. Prepare a tape of a non-verbal sound superimposed over a different non-verbal sound. 2. Ask the student to: a. Indicate if there are two sounds. b. Indicate which sound is dominant. c. Name the dominant sound. 3. If the student is unable to identify the sound, proceed as follows: a. Present the dominant non-verbal sound. b. Name the sound. c. Ask the student to name the sound. d. Present the sound again against a non-verbal background of low intensity. e. Increase the volume of the background and continue to ask the student to identify the stimulus sound.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Walk through the school with the student. Ask the student to identify all the different non-verbal sounds he/she hears. Concentrate on areas where many different non-verbal sounds can be heard at the same time, e.g., shops, offices, kitchens.

2. Visit an area of the building such as the shop or kitchen. Ask the student to indicate each time he/she hears a specific sound, e.g., the drill press, the electric mixer.

3. Repeat activity 2 outside. Ask the student to respond each time he/she hears a specific sound, e.g., the call of a bird.

4. Take the student outdoors. Ask the student to name all the sounds heard, e.g., cars, motorcycles, birds, dogs.

SKILL: Localize sound

IV. LONG RANGE GOAL:

Given a verbal or non-verbal sound, the student will determine the direction of the sound and indicate its position as instructed.

(The SHORT TERM OBJECTIVES for the section are incorporated in the discriminatory activities which follow.)

DIRECTIONS TO BE IDENTIFIED	PROCEDURE for identifying level of placement
Left Right Behind In-front of Above, up, over, on top of Below, down, under, beneath	1. Present a stimulus sound. 2. Ask the child to: a. Point in the direction of the sound. b. Name the direction of the sound. 3. If the student is unable to identify the direction of the sound, proceed as follows: a. Repeat the sound. b. Instruct the student to move in the direction of the sound. c. Name the direction in which the child is moving, e.g., The clock is **in front** of you. d. Have the student return to the original position. e. Present the sound again. f. Have the student name the direction from which the sound is coming.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present a sound, in an open area such as a yard or a playground. Have the student point toward the sound and name the direction from which the sound is coming.

2. Walk through the school. Ask the student to localize the sounds heard, e.g., "The class is on the **right**," "The neon light is buzzing **above** me." "The gym is on the **left**."

3. Walk outside with the student. Identify and localize the sounds heard.

4. In a large enclosed area such as a gymnasium present the sound of a "beeper ball"[22] or a goal locater[22]. Move the sound around the room. Have the student identify the position of the sound at each location.

SOUNDS TO BE IDENTIFIED	PROCEDURE for identifying level of placement
Direction of movement	1. Use a sound source such as a portable goal locater[22], beeper ball[21], beating drum, etc. Move the sound. Ask the student to identify the direction in which the sound is moving, e.g., left to right. 2. If the student is unable to identify the direction of the movement of the sound, proceed as follows: a. Present the sound. b. Ask the student to point in the direction of the sound. c. As the sound is moved have the student move in the same direction. d. Name the direction of the movement. e. Return the student to the original position. f. Present the sound again. Ask the student to name the direction of the sound.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Take the student outside. Listen to the movement of the traffic. Ask the student to name the direction of the movement.

2. Ask the student to listen to traffic in the corridors. Ask the student to name the direction in which the hall traffic is moving.

3. Instruct the student to listen to an airplane moving overhead. Ask the student to indicate the direction in which the plane is moving.

AUDITORY DISCRIMINATION

BIBLIOGRAPHY

[1] **Economy Rhythm Band Outfit**. Beckley-Cardy Company, 1900 N. Narragansett Avenue, Chicago, Illinois 60639.

The Outfit contains nine different instruments consisting of cymbals, triangles, wrist bells, jingle taps, sand blocks, tap-a-taps, tone blocks, rhythm sticks and guiro tone block. The buyer also receives a conductor baton and an instruction book.

[2] **Exploring Sound and Grouping**. Singer Educational and Training Products, 1345 Diversey Parkway, Chicago, Illinois 60614.

The focus of this item is to teach grouping to primary aged students. The children are instructed to listen carefully and then group the sounds they hear.

[3] **I Heard It With My Own Two Ears**. Spoken Arts, 310 North Avenue, New Rochelle, New York 10801.

The teacher directs the activities designed to strengthen auditory discrimination and oral and written expression. The activities emphasize the development of keen listening skills. They are appropriate for use with the very young child.

[4] **Buzzer Board and Pattern Cards**. Developmental Learning Materials, 7440 N. Natchez Avenue, Chicago, Illinois 60648.

The Buzzer Board provides an inexpensive, easy-to-use tool for teaching a person to discriminate what he/she hears. It can be used on an auditory-motor basis with signal cards that can be made into raised lines. Use of short and long signals in simple and then complex patterns gives practice in non-verbal auditory discrimination.

[5] **Magnetic Primary Counting Shapes.** Beckley--Cardy Company, 1900 N. Natchez, Chicago, Illinois 60639.

The set consists of 50 three-dimensional shapes made of molded durable plastic.

[6] Ferris, Helen. **Favorite Poems Old and New**. Garden City, New York: Doubleday and Company, Inc., 1957.

". . .more than 700 poems, old favorites,. . ., new poems that children have taken to their hearts,,. . .great poems of all times."

[7] Cerf, Bennett. **Out on a Limerick**. New York: Harper, 1960.

A delightful collection of limericks which can be enjoyed easily by young and old alike.

[8] **Jingles**.

[9] **Mother Goose Rhymes**. New York: Platt and Munk Company, Inc., 1953.

[10] **Happy Time Listening**. Educational Activities, Box 392, Freeport, New York 11520.

This listening aid is designed for use with the younger student (grades K-3). The child listens to the presented material and then responds through body movement. It is suggested that the teacher be thoroughly familiar with the material for he/she may have to demonstrate the activity.

[11] Boning, Richard A. **Fun With Words**. Rockville Center, New York: Dexter and Westbrook, Ltd., 1967.

This series of cards is presented to stimulate interest in words. The teacher can read the riddle to the student. The student then responds by supplying the correct word. The kits are designated A through Advanced. They begin with a 1 + reading level and extend through the junior high school level.

[12] **We Learn and Listen**. Listening Library, 1 Park Avenue, Old Greenwich, Connecticut

[13] **Sound Skills – Album 1 and 2**. Classroom Materials, 93 Myrtle Drive, Great Neck, New York.

These materials, presenting material at an intermediate grade level, place emphasis on the development of word attack skills. The lessons are approximately six minutes long. The student is instructed to listen to the sounds and then repeat them. The teacher monitors the student's response.

[14] **Auditory Perception Program 2820: Auditory Discrimination Set**. Educational Corporation of America, 984 Livernois Road, Troy, Michigan 48084.

The lessons on this tape are approximately 20 minutes long. The student listens for the sound and then marks the sheet to indicate understanding. The first presentations involve gross differences and then proceed to finer discrimination. The aid is designed for use with junior high school students. The response sheets will need modification for use with educationally blind students.

[15] **Sounds**. Kato Supplies, Inc., Box 188, Lake Crystal, Minnesota 56055

A six-album series designed to develop auditory acuity through the training of phonics and word attack skills.

Album 1 – Sound discrimination and identification are developed through encouraging the student to listen for subtle differences.

Albums 2 – 6 introduce the consonant and vowel phonemes of the language.

[16] Chapman, Byron E. **The Mott Basic Language Skills Program: Book 160**. Galien, Michigan: Allied Educational Council, 1973.

This paperback text deals with the teaching of phonics and word attack skills. After each new presentation a paragraph is included which emphasizes the sound just taught.

[17] **Short Vowel Tape Program**. Developmental Learning Materials, 7440 N. Natchez Avenue, Chicago, Illinois 60648.

Five tapes with three separate lessons on each tape make up this program. The first tape includes a basic introduction and explanation of the vowels. As the tapes progress, each vowel is first presented in isolation; initial and final consonants are added, and the tape ends with a spelling lesson.

[18] **Word Suffixes**. Kenworthy Educational Services, Inc., Buffalo, New York, 1961.

[19] Flowers, Arthur. **Central Auditory Abilities Training Program**. Perceptual Learning Systems, P.O. Box 4209, Dearborn, Michigan.

An organized program for teaching through the auditory channel. It is useful in kindergarten and first grade for the identification of perceptual deficits or immaturity. The program is useful for enriching receptive language through training receptive language abilities.

[20] **Auditory Perception Program: 2810-Auditory Figure – Ground Set**. Educational Corporation of America, 984 Livernois Road, Troy, Michigan 48084.

The student is instructed to listen to the tape and identify the foreground sounds. The background sounds are increased as the tasks become more difficult.

[21] **Beeper Ball**. Telephone Pioneers of America, Illinois Bell Telephone Company, Skokie, Illinois 60076.

The ball emits a continual sound so the visually impaired child can follow the sound and catch or retrieve the ball.

[22] **Portable Audible Goal Locator**. American Printing House for the Blind, P. O. Box 6085, Louisville, Kentucky 40206.

Auditory Memory

42

"1-2-3, 1-2-3, 1-2, 1-2"

AUDITORY MEMORY

Auditory memory is the ability to remember things that have been heard. It can be divided into two subcategories.

1. Long term memory, e.g., being able to recall a story that was read a week or a month ago.
2. Short term memory, e.g., being able to repeat instructions that were just given to the class.

Children with auditory memory problems exhibit the following characteristics:

> "...The child may have difficulty repeating words or a sentence.
> ...It may be difficult to follow simple classroom instructions, so they watch the other children for clues as to what they're supposed to be doing, or they watch the teacher's gestures quite closely for additional visual clues.
> ...The child may have difficulty remembering the names of the letters of the alphabet and their sounds." (Eden, et al, p.4.)

In addition to long and short term memory, the teacher also needs to emphasize the skills involved in general and specific memory. General memory involves the skill of recalling and relating major concepts or ideas from what has been heard, whereas specific memory focuses on the ability to recall information such as dates, names, places or other such explicit bits of information.

When evaluting a student's memory skill keep in mind that memory is the ability to retrieve information after a lapse of time. The time lag may involve only a few minutes or a more extended period. At this point the student is required to restate all he/she can recall. The information does not have to be given in order, for sequencing is a more complicated task which requires more processing and integration than simple recall.

Auditory memory is important in the development of communication skills. Utility of language is possible only when the small child has established a useable memory bank and retrieval system. As Johnson and Myklebust indicate,

> "Auditory memory is critical for language development. Retaining a sequence of sounds with words and a sequence of words within sentences is essential for comprehension and for expressive use of the spoken word" (p.72).

AUDITORY MEMORY

SKILL: Recall simple items which have been heard recently.

I. LONG RANGE GOAL:

Given a sound, the student will recall the sound over an increasingly longer period of time.

A. SHORT TERM OBJECTIVE:

Given a series of non-verbal sounds, the student will repeat them at a later time.

SOUNDS TO RECALL	PROCEDURE for identifying level of placement
Sounds Rhythms Melodies	1. Determine if the student is able to repeat a short series of non-verbal sounds. 2. If the student is unable to repeat a series of sounds, proceed as follows: a. Present a single sound, e.g., ringing bell. Ask the student to repeat the sound. b. Present two sounds, e.g., ringing bell and rattling clapper. Ask the student to repeat both sounds. c. Slowly increase the number of sounds. Ask the student to repeat each series of sounds. d. Again present a series of sounds and ask the student to repeat the stimulus.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present a sound. After a two-minute interval, ask the student to name the sound. Increase the interval between presentation and response. Auditory discrimination is a prerequisite skill.

2. Present a series of two or more sounds. Ask the student to repeat the sounds. The sounds do not have to be repeated in order. Increase the number of sounds as well as the period of time over which they are to be recalled.

3. Present a simple rhythm, e.g., clap-clap, clap-clap-clap. Ask the student to repeat the pattern. Increase the time between presentation of sound and response.

4. Present different types of sound patterns, e.g., finger-snapping, foot-tapping, patting. Ask the student to repeat the pattern.

5. Introduce rhythm band instruments.[1] Ask the student to repeat simple rhythms after a time lapse. Proceed from simple to complex patterns.

6. Hum the first phrase of a simple tune. Ask the student to repeat the melody. Increase the length of the melody as the student is able to learn it.

7. Ask the student to hum longer and longer series of melodies. Finally, he/she should be able to repeat the entire tune. Emphasize the ability to recall the melody; do not emphasize the student's musical ability.

8. Play a record identifying the instruments of an orchestra. When the student is able to identify the instruments, play a short segment of a symphony. Ask the student to identify as many instruments as possible.

9. Repeat activity 8, identifying the instruments of a rock band, a Dixieland band, etc.

10. Invent simple melodic phrases and ask the student to learn them and to retain the melodies over a period of time.

11. Ask the student to invent a melody. Tape it. At a later date, ask the student to recall the melody. Tape the response. Play both versions and compare them for accuracy.

B. SHORT TERM OBJECTIVE:

Given a series of verbal sounds, the student will repeat them after the intervention of another event.

SOUNDS TO RECALL	PROCEDURE for identifying level of placement
Letters	1. Determine if the student is able to recall verbal sounds over an increasingly longer period of time. 2. If the student is unable to do this, proceed as follows: a. Present a series of two letters. b. Ask the student to repeat the two stimuli. c. As the student is able to recall two items, increase the series to three, four, etc. d. Continue in this manner until the student is able to repeat an increasingly longer series after being interrupted by a different event.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Teach a series of letters through the auditory channel. After a lapse of time ask the student to repeat the series. Increase the time over which the student is required to remember the series. The same exercise can be done with vowels or consonants.

2. Read several sentences or a paragraph. Each time the indicated letter, word or sound is heard the student stands up, raises a hand, etc.

3. The teacher asks a student to name a letter of the alphabet. Each student is called upon to say a word which begins with the letter. The student must remember the letter named.

4. Each student is assigned a specific letter of the alphabet. When the teacher calls the student's name, he/she responds with the assigned letter. Increase the time between assignment and recitation.

5. Assign each student a number and letter. When the student's number is called he/she responds with the letter.

6. Assign each student a number and letter. The teacher calls out three (or more) numbers in succession. Have each student respond with his/her letter in succession. The last student names the word which was spelled.

7. Orally teach the student the keyboard of the typewriter. Begin with the "home" keys (a,s,d,f/l,k,j). Slowly increase the number of presented letters until the student masters all the letters of the keyborad.

8. Present a series of mixed symbols such as 1-mother-2a-8. Ask the student to repeat what was heard. Increase the number of items as the student is able to handle them.

9. Create acronyms for fictional organizations; e.g., SAT – Students for Automatic Tricycles. Read several to the group and ask the students to recall each. Gradually increase the time between input and response.

10. Expand exercise 9 by increasing the number and length of the acronyms the student recalls.

SOUNDS TO RECALL

Words

PROCEDURE for identifying level of placement

1. Determine if the student is able to remember words.

2. If the student is unable to recall words, proceed as follows:

   a. Present a word.
   b. After a delayed period ask the student to repeat the word.
   c. Increase the input to a series of words. Ask the student to repeat the series.
   d. Practice the repetition of series until the student is able to recall the series easily.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present the "series of the day" in the morning. At first present words with which the student is familiar. Ask the student to repeat the series before the lunch break.

2. Name three objects. After an elapsed period of time ask the student to name the objects.

3. Present a new vocabulary word for the day including definition and spelling. At the end of the day ask the student to write the word and the definition. At the end of the week ask the students to recall all words and definitions.

4. Ask the student to name a place such as the gymnasium and to name all the objects found in the area. The next day ask the student to name the area and at least three items mentioned the previous day.

5. After the presentation of a unit ask the student to name as many items in the category as possible. To provide more complexity, time the response.

6. Give each student a category, e.g., how many, what kind, when, etc. Read a story. Each time the student hears an item which relates to his/her category, the student must raise a hand, e.g., during the day (when) forty (how many) bluebirds (what kind) flew over the house.

7. Reverse the process. Name three (or more) items and ask the student to categorize them.

8. Name five nouns, verbs, and adjectives. After a brief interruption for directions ask the class to write a story using all words.

9. Ask the student to invent nonsense words and their meanings. Share them with class members. The next day ask the students to recall the nonsense words and their meanings.

10. Read a nonsense poem to the class, e.g., "Jabberwocky."[2] Ask the students to make up meanings for the poem. On the following day ask the student to write the meanings previously discussed.

11. Ask the student to invent a tongue twister. Later in the day ask the student to repeat the stimulus. The time and complexity of the tongue twister may be increased to develop this skill.

C. SHORT TERM OBJECTIVE:

Given several simple items the student will recall the items immediately after presentation.

ITEMS TO RECALL	PROCEDURE for identifying levels of placement
Facts	1. Determine if the student is able to recall facts from information which he/she has heard. 2. If the student is unable to remember facts, proceed as follows: a. Present a fact. b. Ask the student to repeat the fact. c. Read a sentence incorporating a specific piece of information. d. Ask a question which calls for the student to remember the specific piece of information. e. Slowly increase the length of the presentation. Ask the student to answer specific questions.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Tell the students information about themselves. Later ask them to answer questions about themselves. Increase the complexity of the information. Expand the time between presentation and questions.

2. The teacher introduces one of the students to the class and mentions several biographical facts. She then calls upon another class member to recall the specific facts.

3. Activity 2 can be modified by requiring the class to write biographies about the student introduced to the class.

4. Ask the student to decide upon the appropriate title for the autobiography. Later each student is asked to recall the titles of the autobiographies of other students.

5. Read a story to the class. Ask the students to recall specific information discussed in the story.

6. Ask the student to remind someone to perform an activity, e.g., make a phone call at lunch; water the plants in the afternoon.

7. This same process can be used for historical, or geographical, or literary information. When introducing a new subject for the purpose of training memory, be sure the material is new for the student.

8. Pair the students. One student tells a partner the directions from school to home. At a later time each student tells the directions to the partner's home.

9. The format of activity 8 can be used for the exchange of encyclopedic, academic, or personal information.

10. Introduce mathematical concepts. After an elapse of time ask the student to repeat the information. Increase the length of time between input and response.

11. Introduce facts which relate to colors, e.g., jeans are blue, cotton is white, etc. At a later time ask the student to repeat the information.

12. Present the "code" for the day. Later in the day ask a student to repeat the code. Use sequenced or random numbers.

13. In the afternoon ask the student to relate the material covered in the morning.

14. Ask the student questions to elicit simple recall answers. Provide no clues other than those in the content of the question. Use such questions after the presentation of an oral lesson, e.g., "Where was General Custer killed?" "Who is the prime minister of India?" "Who sat on the tuffet?"

15. Teach combinations of numbers auditorially, e.g., $\sqrt{49}=7$. At a later time ask the student to repeat the information. Increase the time between input and information response.

16. Read a story. Ask the student to invent a title for the story. At a later date mention the title and ask the student to recall the facts of the story.

17. Present weights and measures. Ask the student to repeat the information. The older students can illustrate the information through practical demonstration.

18. Use:

Count Down for Listening[3] (record)
Listening[4] (book).

ITEMS TO RECALL	PROCEDURE for identifying level of placement
Ideas	1. Determine if the student is able to recall the basic ideas of an oral presentation. 2. If the student is unable to do so, proceed as follows: a. Read a sentence to the student involving an attitude, e.g., "And as a result, Fran was very sad." "What caused Fran to be sad?" b. Reread the sentence which answers the questions, emphasizing the correct answer. c. Ask the question again. d. If the student is still unable to answer the question discuss the correct answer and why it is correct. e. Read another statement and ask a question relating to the ideas involved.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. At the completion of an oral presentation ask the student to recall some of the ideas discussed. Younger students may be called on to tell why bears hibernate and birds migrate, whereas an older student might discuss the causes of the American Revolution or the reason the American Indian fought to protect his home.
2. Read a series of well-known quotations. Discuss their meanings and who said them. At a later date read them again. Ask the student to name the speaker and use the statement in a different context, e.g., We have nothing to fear but fear itself, so we fought our way out of the wilderness.
3. Discuss the meanings of abstract ideas, e.g., justice, democracy, freedom. Ask the student to use the words in sentences.
4. Discuss spelling and language usage rules. Ask the students to give illustrative examples, e.g., "i" before "e" except after "c": example – receive; or, the comma separates words in a series: example – I bought bread, honey, eggs and cream.
5. Ask one student to prepare a five-minute oral presentation. After listening, the other students must determine the controlling purpose (main idea).

AUDITORY MEMORY

BIBLIOGRAPHY

[1] **Economy Rhythm Band Outfit.** Beckley-Cardy Company, 1900 N. Narragansett Avenue, Chicago, Illinois 60639.

The Outfit contains nine different instruments consisting of cymbals, triangles, wrist bells, jingle taps, sand blocks, tap-a-taps, tone block, rhythm sticks and guiro tone blocks. The buyer also receives a conductor's baton and an instruction book.

[2] Arbuthnot, May Hill, (ed.). **The Arbuthnot Anthology of Children's Literature.** Chicago: Scott Foresman and Comapny, 1971.

The poem "**Jabberwocky,**" originally from Lewis Carroll's **Alice in Wonderland**, can be found on page 129 of this anthology.

[3] **Countdown for Listening.** Educational Activities, Inc., Box 392, Freeport, New York, 11520.

The child listens to a story and then answers questions. The lessons are about eight minutes in length and there are six records in the set. The stories are appropriate for use with children from kindergarten through third grade.

[4] Leslie, Madge, (ed.) **Listening.** Portland: Portland State University, 1971.

This guide suggests activities to use with visually impaired students to develop good listening skills.

Auditory Sequential Memory

52

Simon says, "Put your hands on your head."

AUDITORY SEQUENTIAL MEMORY

Auditory sequential memory is the process involving memory of something the child has heard in a given order.
Examples of this skill would involve:

"...Being able to repeat a list of words or numbers in the same sequence as it was given.
...Retelling a story and being able to put the details in the proper sequence.
...Following a series of classroom instructions in the proper order."

A child with difficulties in this area may show some of the following characteristics:

"...Inability to learn the days of the week or months of the year in proper sequence.
...Mispronounce words, e.g., emeny for enemy, and aminal for animal.
...Inability to follow a sequence of commands, such as, Take out your math book. Turn to page 115 and look at the first problem in the second row. (This child is often still getting the book out of the desk while you are already discussing the math problem.)
...Unable to express oneself in language situations in a logical manner" (Eden, et al, p.5).

Once auditory memory is established emphasis should be placed upon the student's ability to recall information in the correct order. Sequencing is generally a component of auditory tasks the student is called upon to perform. Retelling the events of a story, taking lecture notes, and expressing ideas in verbal form all require the ability to organize words correctly.

As the student partakes of sequencing activities continually reinforce the importance of both long term memory and sequential order. Point out the multiple daily experiences which require these two skills. When possible provide opportunities for the older students to talk with university counselors and vocational training personnel who can emphasize the need for well-developed auditory skills.

AUDITORY SEQUENTIAL MEMORY

SKILL: Recall of sequential order of presented material.

I. LONG RANGE GOAL:

Given a series of items, the student will repeat them in the order presented.

A. SHORT TERM OBJECTIVE:

Given a series of non-verbal sounds, the student will repeat the sounds in exact order.

SERIES TO BE REPEATED	PROCEDURE for identifying level of placement
Sounds	1. Determine if the student is able to recall the order of presented non-verbal materials. 2. If the student is unable to remember a series of items in the presented order, proceed as follows: a. Present an item to the student. b. Ask the student to repeat the item. c. Present two items. d. Ask the student to repeat the two items in the order presented. e. Increase the number of presented items. f. Continue to ask the student to repeat the items in the presented order, increasing the number of items as the student is able to remember them.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Clap hands in a simple rhythm. Ask the student to repeat the pattern.
2. Sing a rhythm pattern. Ask the student to repeat the pattern.
3. Tape a series of common sounds. Ask the student to name the sounds in the order presented.
4. Use:

   World of Sound[1]

B. SHORT TERM OBJECTIVE:

Given a series of verbal sounds, the student will repeat the sounds in the order presented.

SERIES TO BE REPEATED	PROCEDURE for identifying level of placement
Letters Words Sentences	1. Determine if the student is able to retain a series of verbal inputs in the order presented. 2. If the student is unable to remember the order of presented verbal material, proceed as follows: a. Present a word. b. Ask the student to repeat the word. c. Increase the verbal presentation. d. Ask the student to repeat the items in the order presented. e. Change the presentation to include a series of ideas. f. Ask the student to repeat the ideas in the order presented.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present a series of verbal sounds. Ask the student to repeat the sounds in the order presented. Begin with a group of letters and then proceed to a series of words.

2. Present a word. Ask the student to repeat the word. Add another word each time the student repeats the series. This can be done with a group of students, each adding an additional word.

   Example: I ate.
   I ate a sandwich.
   I ate a sandwich for lunch.

3. Ask the student to repeat short, single concept sentences. As he/she masters this skill, ask the student to repeat more complex, multi-concept sentences.

4. Present a series of numbers. Ask the student to repeat them forwards and backwards. Begin with three and increase the series as the student is able to respond correctly.

5. Present a series of numbers. Ask the student to repeat one number of the series, e.g., 8-7-9-3-6. "What was the third number?"

6. Ask the student to repeat a series in order, e.g., the alphabet, the seasons, the days of the week, the months of the year.

7. Present a simple sentence. Ask the student to repeat the sentence. Increase the complexity of the sentence, asking the student to repeat the sentence each time, e.g., "I saw a rabbit." "I saw a little white rabbit." I saw a little white rabbit hop into the bushes."

8. Play "Tall Tale." The teacher begins a story. When the teacher stops, the student repeats the presented part and then adds a new part. The next student repeats all of the first part and adds something new. This continues until the students are unable to repeat the presented story.

9. Present a series of words to the student. Ask the student to repeat the series verbatim, e.g.,

   a. turkey, cow, dog, penguin
   b. desk, table, chest, rafter
   c. window, shaft, carpeting, chandelier
   d. foolish, stubborn, artistic, clumsy.

10. Ask the student to answer, "What comes before June? before Thursday? before "X"?

11. Read a sentence. Ask the student to write a paragraph which incorporates the sentence.

12. Read the first line and last lines of a paragraph. Ask the student to write a full paragraph starting with the first sentence and ending with the final sentence.

13. Present a series of directions. Ask the student to repeat the series and then carry them through; e.g., "Open your locker." "Put the book on the shelf." "Hang your coat on the hook." "Close and lock your locker." "Go into the room and sit down."

14. Present a short sentence. Ask the student to repeat the sentence. Call on a second student; ask him/her to repeat the sentence and add an item to the statement. Ask a third student to repeat what was heard and add a new item. Continue in this manner until the students are unable to repeat the items exactly.

15. Read a story to the students. Ask them to repeat the story in sequence, recalling as many details as possible.

16. Read the directions for a recipe. Ask the student to recall specific details in the order presented.

17. Present a series of letters of the alphabet. Ask the student to repeat them in the presented order. Then ask the student to repeat the letters in alphabetical order, e.g., f-k-r-b, b-f-k-r.

18. Present a series of words to the student. Ask the student to repeat the words in alphabetical order, e.g., tube, cast, rhyme, dresser. The student responds with cast, dresser, rhyme, tube.

19. Read a series of related words. Ask the student to repeat the words and then tell how they are related, e.g., star, comet, meteor, moon (all heavenly bodies).

20. Play the "telephone" game. One student thinks of a message, then whispers the message to the next student who passes it on to another, etc. The last student repeats the message out loud and compares it to the original message. To provide more complexity, lengthen the message or present nonsense messages.

21. Present a series of related words. Ask the student to repeat the words in correct order, e.g.,

    Fall, spring, winter, summer
    June, August, May, July
    Thursday, Tuesday, Friday, Wednesday

22. Use:

    And The Beat Goes On For Physical Education[2] (record).

SERIES TO BE REPEATED	PROCEDURE for identifying level of placement
Nursery Rhymes Finger Plays Riddles	1. Determine if the student is able to recall simple nursery rhymes, finger plays, poems, etc. 2. If the student is unable to recall simple rhymes, proceed as follows: a. Read a part of the first line. b. Ask the student to repeat the stimulus. c. Increase the length of the stimulus read. d. Continue to ask the student to repeat what was heard. e. Ask the student to repeat the complete rhyme.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Read a tongue twister. Ask the student to repeat it to another student.
   A Twister Of Twists, A Tangler Of Tongues[3] (book).

2. Read a simple riddle.[4] Ask the student to repeat the riddle.

3. Ask each student to memorize a poem presented orally. Have the students present the memorized poems at an assembly or record them for the class.

4. Repeat activity 3, asking the students to memorize the words of songs.

5. Use:

   My Tang is Tungled[5] (book)
   Perplexing Puzzles and Tantalizing Teasers[6] (book)
   Rhymes For Fingers and Flannelboards[7] (book)
   Book of Nursery and Mother Goose Rhymes[8] (book).

SERIES TO BE REPEATED	PROCEDURE for identifying level of placement
Stories	1. Determine if the student is able to recall the details of a story in the correct order. 2. If the student is unable to do this, proceed as follows: a. Verify that the student is able to recall facts of a sentence. b. Read a very short paragraph. c. Ask a question which requires the recall of a fact from the paragraph. d. Reread the sentence from the paragraph which contains the facts. Emphasize the vital information. e. Ask the student to answer the question. f. Ask another question. Read a longer portion of the paragraph. g. Ask the student to answer the question. h. Continue in this manner until the student is able to answer questions recalling specific facts from a reading.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Play the "build-a-story" game. The first student starts by giving the beginning of a story, e.g., "I went into a haunted house and saw. . ." The next student repeats what was heard and adds to it, e.g., "I went into a haunted house and saw a great green monster. . ." The game continues until the students are unable to remember the sequence of events.

2. Read a short story. Ask the student to repeat the details of the story in the order presented.

3. Each day as the class returns from lunch play a portion of an exciting story. At the end of the week ask the students to recall all details possible.

4. Ask the student to tell the class the name of a favorite book and what it is about. The next day call on a classmate to name the book and repeat its contents. Also use movies, T.V. programs, etc.

5. Read several well-known stories, e.g., nursery rhymes,[8] fairy tales.[9] Ask the student to memorize the details of a favorite story and repeat them to the class.

SERIES TO BE REPEATED	PROCEDURE for identifying level of placement
Verbal instructions	1. Determine if the student is able to follow a series of instructions presented orally by asking him to perform the activities. 2. If the student is unable to do so, proceed as follows: a. Ask the student to perform a single activity. b. Verify that the student is able to do so. c. Repeat the initial activity and ask him to perform an additional activity. d. Ask the student to perform both activities. e. Continue to increase the series of commands. Verify that the student is able to follow your instructions through his actions.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Orally, explain the rules of a simple game; e.g., Fish Card Game,[10] Scrabble.[11] Ask the student to repeat the directions and then play the game.

2. Play "Simon Says". – One person plays the teacher. He presents a series of body movements. The students respond to his commands only when they are preceded by the statement "Simon Says". Without the direction the students do not move.
   Example:
   a. "Simon says, Put your hands on your head" (move).
   b. "Simon says, Touch your toes" (move)
   c. "Jump on your right foot" (do not move, because the statement was not preceded by "Simon Says").

3. Give the students a list of activities. Ask them to perform the activities. Increase the number according to the students' maturity.

4. Teach the student how to operate the educational equipment he will be using. (If the teacher is unsure of the correct way to operate the equipment he should first review the user's manual.)

5. Present routines in gymnastics orally. Equipment such as trampolines, rings, even bars and uneven bars can easily be mastered by the visually impaired student through oral directions.

6. Present the steps involved in preparing a dinner, completing a woodworking project or building a battery orally. (Reminder: do not ask a student to perform at this level if the pre-requisite skills are not well-established.)

7. Always ask the student to follow oral directions exactly. The mastery of braille is dependent upon the student's skill to listen critically and follow directions precisely.

8. Use:

   Perceptual Communication Skills Program[12]

SKILL: Arrange a series of items in appropriate order.

II. LONG RANGE GOAL:

Given a series of items the student will arrange them in an orderly, meaningful and sequential pattern.

(The Short Term Objective of this section is included in the developmental activities.)

ITEMS TO BE ORDERED	PROCEDURE for identifying level of placement
Literature Social Science Natural Science Mathematics Home Economics Technical Arts	1. Determine if the student is able to take items presented orally and arrange them in an ordered series. 2. If the student is unable to do so, proceed as follows: a. Read a passage to the student (science or social studies materials). b. Ask the student to decide upon the most important item. c. Discuss the decision. d. Ask the student to decide upon the next most important item. e. Continue in this manner until the student is able to discuss the order of items easily and without confusion.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present alphabetical and numerical order. Limericks[13] are useful in establishing these concepts.

2. After a field trip, ask the student to relate the events in the order in which they happened.

3. Present a series of related sentences. Ask the student to rearrange the sentences so as to develop a meaningful paragraph.

4. Utilizing dates, present a series of related sentences. Ask the student to rearrange each event according to date of occurrence.

5. Each day give the student a new sentence. At the end of the week ask the student to write a paragraph using all the sentences.

6. Teach mathematical formulas and geometric proofs in a progressive manner.
Example:

1 = a
2 = b
side 1-2 = side a-b
triangles are congruent

This type of material should be presented in raised-line form in conjunction with oral explanation to the educationally blind student. The student should not be asked to repeat the concepts without having sufficient opportunity to explore numerous examples tactually.

7. Present other mathematical formulas in a similar manner.

8. Read oral thought problems to the student. Ask him to respond with the correct answer. Avoid the use of "paper and pencil" calculation.

9. After the student has listened to a piece of literature present the occurrences in jumbled order. Ask to have the items rearranged in correct order of occurrence.

10. Use:

The Living History Book. [14]

AUDITORY SEQUENTIAL MEMORY

BIBLIOGRAPHY

[1] **World of Sound**. H. Wilson Educational Recordings, Cassettes Unlimited, Roanoke, Texas 76262.

The twenty-minute lessons of this aid are designed to improve the listening skills of younger students. Emphasis is also placed on increasing span and organizing communication. The materials can be used as manufactured.

[2] **And The Beat Goes On For Physical Education**. Educational Activities, Box 392, Freeport, New York 11520

Although these records were originally developed for use with junior high school students, the lessons are useful in the development of sequential memory. A series of instructions requiring bodily movements is given. The student responds by moving as directed. The activities are teacher-supervised for the teacher must monitor the movement of the students.

[3] Schwartz, Alvin (ed.). **A Twister of Twists, A Tangler of Tongues**. Philadelphia: J.B. Lippincott Comapny, 1972.

[4] Cerf, Bennett. **More Riddles**. New York: Random House, 1961.

This book presents. ."riddles which children can **really** understand – and therefore are bound to find funny."

[5] Brewton, Sara, et al. **My Tang's Tungled and Other Ridiculous Situations**.

This is a book of tongue twisters which is appealing to students in grade six and higher.

[6] Gardner, Martin. **Perplexing Puzzles and Tantalizing Teasers**. New York: Simon and Schuster, 1969.

[7] Scott, Louise Binder and J.J. Thompson. **Rhymes for Fingers and Flannelboards**. New York, McGraw Hill Book Company, 1960.

[8] deAngeli, Marguerite. **Book of Nursery and Mother Goose Rhymes**. New York: Doubleday and Company, 1954.

[9] **The Grosset Treasury of Fairy Tales**. New York: Grosset and Dunlop, 1971.

[10] Gibson, Walter B. **Hoyle's Simplified Guide to the Popular Card Games**. Garden City: Doubleday and Company, 1971.

". . .tells the teacher everything he will need to know about the most popular card games of today. It gives the rules and the alternate rules where these are in good standing."

[11] **Scrabble**. Selchow and Righter Company, 200 5th Avenue, Department M, New York, New York.

[12] **Perceptual Communication Skills Program: Developing Auditory Awareness and Insight**. Instructional Materials and Equipment Distributor, Los Angeles, California 90025.

The lessons presented on the tapes deal with the elements of language. The student listens to the material and records the responses on the answer sheets. The activities are set up so the student is able to do them independently of teacher supervision.

[13] Cerf, Bennett, **Out On A Limerick**. New York: Harper and Brothers, 1960.

A delightful collection of limericks which can be enjoyed by young and old alike.

[14] **The Living History Book**. Imperial International Learning Corporation, Box 548, Kankakee, Illinois 60901.

The student listens to a broadcast of an event in American history. He/she must be able to recall the order of events to complete the exercises in the workbook. Each lesson is approximately twenty minutes in length. It is suggested that the material be used with students in the middle and upper grades. Suggested follow-up activities are listed in the teacher's manual.

Auditory Closure

"I am a _irl"

AUDITORY CLOSURE

Grammatical closure involves the ability to identify a particular word or phrase when only part of the word or phrase is spoken. Examples of grammatical closure would include such things as:

- . . .Supplying the missing word to an incomplete phrase, such as sugar and___(spice).
- . . .Completing a word when only the first part of the word is given, such as teleph___(telephone).
- . . .Using sound-blending techniques to phonetically sound out words, such as c-a-t for cat.

A child who has difficulty in this area may:

- . . .Have trouble learning plurals and past tenses and irregular verb forms.
- . . .Mispronounce words he/she has heard many times, such as passgetti for spaghetti.
- . . .Put the parts of sentences together incorrectly, such as "Jumped on me the dog," instead of, "The dog jumped on me."
- . . .Mix up parts of words thereby creating spoonerisms, such as, "Jose can you see by the dawn's early light," instead of, "Oh say, can you see by the dawn's early light" (Eden, et al, p.5).

Grammatical closure involves the precise use of language. The very small child learns the names of objects about him. The child quickly associates the concept of "mommy," "daddy," "milk," etc. This is the rudimentary concept of language-the ability to associate a verbal symbol (word) with the object for which it stands. As children grow, they must be able to utilize other aspects of language if they are to communicate their thoughts and ideas. They must become aware of parts of speech, tense, person, and number if their language is to be meaningful.

The skill of closure involves the student's ability to supply the correct word at the proper time. The teacher should ask, "Can the student choose the correct tense?" (e.g., done/did, is/was), "Does he/she recognize number?" (e.g., **they** in conjunction with **is**), or "What does **person** mean?" (e.g., **she** in a statement of **am**).

The effective utilization of language is imperative in acceptable speech and writing. The student must be able to use language correctly if he is to communicate his ideas adequately. He must be able to choose the correct thought and then express it appropriately.

AUDITORY CLOSURE

Skill: Identify the word or phrase necessary to complete the stimulus.

I. LONG RANGE GOAL:

Given an incomplete auditory input the student will respond with the appropriate word or phrase.

A. SHORT TERM OBJECTIVE:

Given a partial auditory stimulus, the student will respond with the appropriate word or phrase.

RESPONSES TO BE COMPLETED	PROCEDURE for identifying level of placement
Words and phrases	1. Determine if the student is able to analyze an incomplete oral statement and supply the missing part. 2. If the student is unable to do so, proceed as follows: a. Orally present a simple statement with which the student is familiar omitting an important detail; e.g., "Your birthday is___." b. Ask the student to supply the missing information. c. If he is unable to do so, discuss the missing part and why it is important. d. Repeat the initial imput, e.g., "Your birthday is___." Ask the student to supply the missing part. e. Continue to present partial sentences involving familiar situations. Ask the student to fill in the missing parts.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present a simple sentence. Ask the student to complete the thought, e.g., "I am__years old. ___was the first president.

2. Ask the student to supply the missing part of a presented sentence when several possible responses are appropriate, e.g., "I went to the store and bought a___," "Tim went into the barn and saw a___," "Facts that equal ten are___."

3. Present facts from social studies or English, omitting a word. Ask the student to supply the missing item, e.g., "The capital of Illinois is___."___is the tallest mountain in Asia."

4. Ask the student to supply an item which is part of a pair, e.g., hat and___, morning and ___, Romeo and___, Gilbert and___.

5. Present the name of an instrument. Ask the student to supply the name of the occupation which appropriately fits with the instrument, e.g., microscope (chemist); chalkboard (teacher); stethoscope (doctor).

6. Ask each student to prepare a series of paired words. Provide a quiz for the group. Say the first word, call on a class member to complete the idea.

   Up, _____
   Before, _____
   Happy, _____

7. Present a well-known statement omitting a word. Ask the student to supply the missing part, e.g., "Mary, Mary, quite___." "The cow jumped over the___." "Four score and ___years ago."

8. Read common story, inserting blanks at important parts. Ask the student to provide the missing words.

9. Read a mystery story containing several blanks. Ask the student to provide a word. In this exercise the student should be encouraged to use his/her imagination, e.g., "The window slowly creaked as the___appeared in the gloomy night."

10. Ask the student to supply the missing words of common titles, e.g., **Jack and___, Gone with the___, Crime and___.**

11. Orally present an advertising slogan omitting one word. Ask the student to supply the missing word, e.g., "Only you can prevent forest___."

12. Orally present a portion of a famous quotation. Ask the student to supply the missing portion, e.g., "I have but one life to give_____." "Is this a_____I see before me?"

B. SHORT TERM OBJECTIVE:

Given a portion of a word or phrase, the student will be able to supply the missing part.

RESPONSES TO BE COMPLETED	PROCEDURES for identifying level of placement
Words	1. Determine if the student is able to supply the missing portion of a presented word. 2. If the student is unable to do so, proceed as follows: a. Orally present the first and last letter sound of a word, e.g., b d. b. Talk about the sounds which can be used to complete this letter combination, e.g., a,e,i, etc. c. Ask the student to pronounce each of these sounds and place them, one at a time, between the stimulus sounds. Determine if the student is able to recognize the new production as a word. d. Present two different combinations, e.g., r g. Ask the student to proceed in the same manner, utilizing both long and short vowel sounds to make new words.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present a sound. Ask the student to think of all the sounds that can be added to the stimulus sound which will make words, e.g., a__ , aw, e, o, etc.

2. Orally present more complicated sounds. Ask the student to fill in the missing part which will complete the word, e.g., fath__(er), stru__(t), hou__(se).

3. Under timed conditions; ask the student to complete as many words as possible when the other elements of the word are given, e.g., str__p; a, i, i, etc.

4. Arrange two desks with a buzzer or bell on each. Select two students to start the game. Read sentences that may have errors in subject-verb agreement. If there is an error, the student will ring the bell. Whoever rings the bell first must then give the correct agreement, e.g., "The loss of eight helicopters **were** announced today." "The players, like Tom himself, **was** disappointed." "The color of his eyes **are** blue." Using the same game format, progress to more complex examples, e.g., "A variety of bacteria are being discovered." "One-third of the regiment **were** wounded."

5. Point out that some words are made up of two words. Each word can be used alone; but when they are put together, they are called compound words. Read several compound words and ask the child to say the two words that comprise each, e.g., football, sunshine 4,5.

6. Ask the student to name as many compound words as possible for a particular initial stimulus, e.g.,

   Any____(anybody, anything, anyone)
   Sun____(sunrise, sunset, sunshine)
   Grand___(grandmother, grandfather, grandchild) 4,5.

7. Vary exercise 6 by asking a student to present a stimulus and a challenge to the class. The winner is the student who provides the most responses.

8. Present a sentence with the initial sound of one word missing. Example: "I am a _irl." "You are a_oy." Have the student complete the word. Emphasize the sound that is missing. Expand this excercise to include paragraphs.

9. Divide the class into teams. The challengers present a root word. Ask the defenders to name as many words as possible utilizing known suffixes and prefixes, e.g., care --- careless, careful, caring carelessly.

10. Use:
    Listening Your Way To Better English.[6]

RESPONSES TO BE COMPLETED	PROCEDURE for identifying level of placement
Rhymes and riddles	1. Determine if the student is able to complete simple rhymes. 2. If the student is unable to do so, proceed as follows: a. Orally present a familiar, one syllable word, e.g., moon. b. Discuss the sound of the word, emphasizing the final element. c. Add different initial components, e.g., soon, tune, loon, etc. (This is done orally, do not discuss spelling.) d. Ask the student to supply as many other rhyming words as possible. e. Present a new word and proceed in the same manner.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present a common word. Ask the student to mention a rhyming word.

2. Divide the class into teams. Ask one student to name a room in his home. One team member names a word which rhymes with an item found in that room. The other side must name the item, e.g., living room (fable–table), bedroom (best–chest).

3. Read a simple jingle. Ask the student to supply the missing part, e.g.,

   Catch the ball
   before you____(fall)

4. Read a six-line poem with an ABABAB pattern.[1] Omit the final word of the "B" lines. Ask the student to supply the three missing words.

5. Read a sentence containing internal rhyme. Omit one of the rhyming words and ask the student to supply the missing term; e.g., "The little cat was so very____(fat)."

6. Select examples of internal rhyme from poetry books.[2] Read the samples to the class. Ask them to indicate the rhyming terms.

7. Ask the students to choose examples of internal rhyme from popular ones. Read a portion of the examples to the class. Ask the class to supply the missing parts.

8. Present riddles [3] to elicit rhyming word, e.g., "I live in the garden and I rhyme with sour. What am I?" (flower). "I live in the garden and I rhyme with push. What am I?" (bush).

9. Ask the students to make up rhyming riddles and read them to the class. They may include parts of speech or places studied in class, e.g., "I am a verb and I rhyme with grown." "I am a country and I rhyme with pants."

10. Instruct the students to make up rhyming riddles of occupations, recent books, or TV shows or movies, e.g., "I use my fists and I rhyme with writer." "It took place in Chicago and it rhymes with thing" (THE STING). Call on other class members to complete the riddle.

11. Have the students make up slogans, using rhymes, for ecological issues or ad campaigns. Begin by reading familiar ones, "You'll wonder where the yellow went, when you brush your teeth with Pepsodent." "Don't be a quitter, pick up your litter." Have the students write rhyming bumper sticker slogans for political candidates, e.g., "For major, vote for Bayer," "Please keep your distance, you're wearing out my resistance," "Remember John Stennit, when you vote for the Senate."

C. SHORT TERM OBJECTIVE:

Given stimuli, the student will indicate the relationship between them.

MEANINGS TO IDENTIFY	PROCEDURE for identifying level of placement
Synonyms Antonyms Homonyms Categories	1. Orally present a common term. Determine if the student is able to respond with a synonym and/or an antonym, e.g., over: above/under. 2. If the student is unable to do so, proceed as follows: a. Present a common word, e.g., "on." b. Discuss the meaning of the word. When necessary, physically demonstrate the meaning utilizing concrete objects. 3. Discuss other words with similar meanings, e.g., above, over. 4. Present the word again and ask the student to name as many synonyms as possible. 5. Follow a similar procedure to develop the concepts of antonyms, homonyms and categorization.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present a stimulus word. Ask the student to name a word of opposite meaning, e.g., "hot/cold," "good/bad," "fast/slow," "day/night".

2. Present a series of words. Ask the student to name the word which does not belong, e.g., "apple, boy, peach, plum."

3. Orally present a series of words. Ask the student to name the word which does not belong and to give the category of the remaining terms, e.g., "Mississippi/Louisiana/Los Angeles/New York". Los Angeles does not belong. The others are all states.

4. Set up two desks, with a bell or buzzer on each. Read pairs of words. When the words are the same, the student who rings the bell first scores a point. If they are different, the students are not to ring the bell. For a wrong answer, subtract one point. The class can be divided into two teams.

5. Using brailled or large print cards, pair students up for "Password". One child reads a word, the other gives the antonym, e.g., "courteous-rude", "simple-complex".

6. Read sentences. Ask the student to identify them as the same or different. "The toy is big. The toy is tall." "The toy is small. The toy is tiny." "The girl feels badly. The girl is happy." "The girl is sad. The girl feels gay."

7. Present a word. Ask the student to identify a word that sounds the same but means something different, e.g., "T-tea," "2-to-too," "C-sea."

8. Divide the class into two teams. The Challengers orally present a homonym. A member of the Defenders team responds with the correct term, spelling each correctly, e.g., "read/reed" "read/red" "eight/ate". When one team is unable to respond correctly the other side becomes Challenger.

9. Read two sentences. Ask the student to indicate if the meanings are the same or different, e.g., "The girl ran into the house. The girl walked into the house," "The boy ran quickly. The boy was a fast runner."

10. Read two sentences to the class. Instruct the student to write "S" if they are the same and "D" if they are different. If different, identify the word that made the difference, and state whether it was a homonym, antonym, or synonym, e.g., "John bent over and picked up the paper. John stooped over and picked up the paper" (synonym—stooped).

11. Read two similar sentences, e.g., "I went to the store and bought some shampoo. Yes, I did go to the store and I bought your shampoo." Ask the student to detect subtle differences in phrasing, e.g., "Is the meaning the same or different?" "Why?" "What can you infer from the phrasing?"

12. Read verses from well-known songs. Ask the students to substitute synonyms for all the words they can. (Or all the nouns, adjectives, or verbs.) Each student can sing or read his or her version of the song, with synonyms. If one student substitutes synonyms for all the adjectives, another for all the nouns, another for the verbs, etc., all the substitutions can be written into one version and read to the class for comparison with the original song.

D. SHORT TERM OBJECTIVES

Given an incomplete phrase or sentence, the student will respond by supplying the missing term.

RESPONSES TO BE COMPLETED	PROCEDURE for identifying level of placement
Phrases Sentences	1. Determine if the student is able to complete a phrase by supplying the missing noun, adjective, verb form, etc. 2. If the student is unable to do so, proceed as follows: a. Read a short sentence omitting the verb, e.g., "Mary___ fast." b. Discuss when the action took place, e.g., yesterday, today, tomorrow. c. Talk about how words are used to describe the temporal aspect of actions, e.g., "ran, run, will run." d. When the time of the action is determined, choose the word which correctly conveys that time, e.g., "Yesterday Mary ran fast."

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Read several sentences and ask the student to supply either IS or ARE, then repeat the entire sentence, e.g., (Past and future tenses may be added to this exercise) "Jane___ in the room." "Bill and Jane___ in the room" "Sue and I___ going home.[4,5]"

2. Read several sentences. Ask the student to say or write the correct form of the missing verb, e.g., "to go", "to be", "to sing", etc. "After school, I'm___ out to play," "When I get up, I___ to school." "As soon as I can, I am___ to the circus." "Yesterday, I___ to the park[4,5]."

3. Read several sentences and ask the student to indicate if the verb should be singular or plural. If the verb is incorrect, ask the student to make the appropriate change, e.g., The girls are going to the park." "Our toy is in the box[4,5]." If the verb is incorrect, ask the student to make appropriate changes.

4. Arrange two desks with a buzzer or bell on each. Select two students to start the game. Read sentences that may have errors in subject-verb agreement. If there is an error, the student will ring the bell. Whoever rings the bell first must then give the correct agreement, e.g., "The loss of eight helicopters **were** announced today." "The players, like Tom himself, **was** disappointed." "The color of his eyes **are** blue." Using the same game format, progress to more complex examples, e.g., "A variety of bacteria **are** being discovered." "One-third of the regiment **were** wounded."

5. Point out that some words are made up of two words. Each word can be used alone; but when they are put together, they are called compound words. Read several compound words and ask the child to say the two words that comprise each, e.g., football, sunshine[4,5].

6. Ask the student to name as many compound words as possible for a particular initial stimulus, e.g.,

   Any___(anybody, anything, anyone)
   Sun___(sunrise, sunset, sunshine)
   Grand___(grandmother, grandfather, grandchild)[4,5].

7. Vary exercise 6 by asking a student to present a stimulus and a challenge to the class. The winner is the student who provides the most responses.

8. Present a sentence with the initial sound of one word missing. Example: "I am a _irl." "You are a _oy." Have the student complete the word. Emphasize the sound that is missing. Expand this exercise to include paragraphs.

9. Divide the class into teams. The challengers present a root word. Ask the defenders to name as many words as possible utilizing known suffixes and prefixes, e.g., care—careless, careful, caring, carelessly.

10. Use:

    Listening Your Way To Better English[6].

AUDITORY CLOSURE

BIBLIOGRAPHY

[1] **Mother Goose Rhymes**. New York: Platt and Munk Company, Inc., 1953.

[2] Ferris, Helen. **Favorite Poems Old and New**. Garden City: Doubleday and Company, Inc., 1957.

This book contains ". . .more than 700 poems, old favorites, . . .new poems that children have taken to their hearts. . . great poems of all times."

[3] Cerf, Bennett. **More Riddles**. New York: Random House, 1961.

". . .riddles which children can **really** understand — and therefore are bound to find funny."

[4] Carlin, Jerome, Henry I. Christ, and Glenn Holder. **English on the Job: Book 1**. New York: Globe Book Company, Inc., 1967.

Part Three, Units 1, 2, and 3, offer extensive practice in verb usage and in subject/predicate agreement and suggestions for correcting common errors which frequently plague the student in written language.

[5] Jochen, Albert E., and Benjamin Shapiro. **Vocational English 1**. New York; Globe Book Company Inc., 1968.

This book contains exercises in word usage, subject/predicate agreement and suggestions for correcting common errors which frequently plague the student in written language.

[6] **Listening Your Way to Better English.** Associated Educational Materials, Box 2087, Raleigh, North Carolina 27602.

Activities designed to improve language skills are incorporated in this device. Each lesson of ten to twenty minutes builds upon the skills previously taught. Emphasis is placed on basic English grammar and usage.

Auditory Association

"Mooo", says the cow

AUDITORY ASSOCIATION

Auditory association refers to the ability to relate to spoken words in a meaningful way. An example of auditory association would include:

- . . .Associating and supplying the missing word in this incomplete statement: sugar is sweet; lemon is
- . . .Answering questions like: What sound do you make when you cough?
- . . .Classifying objects into groups, such as peaches, pears, and apples are all fruit.

Children with auditory association difficulties may:

- . . .Have difficulty relating concepts to each other, e.g., How are a car and truck alike?
- . . .Have difficulty learning to classify and categorize concepts, such as is a peach a fruit or a vegetable? (Eden, p. 6).

Auditory association emphasizes the ability to absorb and understand what is heard, to call upon or retrieve past experiences which relate to the new information, and to make new judgements or modify previous ones as a result of comparing the concepts. This is an important skill for it involves the analysis of information making it possible for the listener to discard irrelevant information and focus on the important data. The listener does not accept ideas only because he/she hears them; rather the listener relates them to an experiential background and draws conclusions.

The skills developed in this section relate directly to the abilities which are emphasized in previous sections. In several instances the suggested activities appear to be repetitive. Upon closer examination, however, the reader will note that the required responses are more complicated or more specific than those called for in the previous sections. The desired responses encourage the student to bring together or integrate several different types of learning.

AUDITORY ASSOCIATION

SKILL: Choose specific words to adequately express thoughts and ideas.

I. LONG RANGE GOAL:

Given an auditory input the student will correctly interpret the meaning and respond as directed.

A. SHORT TERM OBJECTIVE:

Given a sound which necessitates action, the student will respond in an appropriate manner.

SOUNDS TO ELICIT REACTION	PROCEDURE
School bell Fire drill bell Fire engine Railroad crossing signals Weather Automotive horns	1. Present a sound. Determine if the student is able to react quickly and adequately. 2. If the student is unable to respond acceptably, follow these steps: a. Present a sound. b. Discuss the sound, i.e., how the sound differs from other sounds, what the sound means, why appropriate response is important, how certain sounds relay specific information. c. Present the sound again and direct the student through the appropriate response. d. Present the sound again. e. Ask the student to react appropriately.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Tape the sounds of emergency vehicles and equipment. Play the tape back. Ask the student to identify the sound. Tell why it is meaningful and discuss appropriate behavior.

2. Visit the fire station, police station, etc. Allow the students to look at the equipment and listen to various sirens. Compare the differences in the sounds.

3. Take the student to a busy traffic intersection. Listen to the directional flow of traffic. Discuss the change in the directional pattern. Point out clues the student should be aware of before crossing the street.

4. Use:

We Listen and Learn[1]
Stories in Sound[2]
144 Genuine Sound Effects[3] (record).

B. SHORT TERM OBJECTIVE:

Given an auditory input the student will identify and verbalize the relationship required.

CONCEPTS TO IDENTIFY	PROCEDURES
Likeness	1. Present two words. Ask the student to discuss how the sounds are similar. Encourage a variety of responses. 2. If the student is unable to respond acceptably or if his/her responses are meager, proceed as follows. a. Present a word. b. Discuss all the unique aspects of the stimulus, i.e., loudness, softness, intensity, pitch, clarity, timbre, meanings, etc. c. Present a second word. d. Repeat activity b. e. Present both words. f. Choose all aspects of stimulus which are similar. When necessary, list the unique qualities of each and have the student compare them. g. Present the words again and have the student name only the ways in which the sounds or words are similar.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present a word. Ask the child to name as many synonyms as possible.

2. Read sentences such as, "Jane ran up the hill." "The girl ran up, up, up." Ask the student to tell the ways in which the sentences are similar.

3. Read two paragraphs. Ask the student to tell how they are similar.

4. Present several terms. Ask the student to tell how they are alike, e.g., London, Tokyo, Brazilia (capitals); Hayes, Buchanan, Coolidge (Presidents); hydrochloric, sulfuric, acetic (acids).

5. Read two poems. Discuss the similarity of meter, rhyming pattern, etc.[4]

6. Describe several members of a species. Ask the student to tell why they are alike, e.g., fish family, cat family, tree family.

7. Present a series of words. Ask the student to name the one which does not belong, e.g., oak, maple, rose, elm.

CONCEPTS TO IDENTIFY	PROCEDURES
Difference	1. Present two words. Ask the student to discuss how the sounds differ. Encourage a variety of responses. 2. If the student is unable to respond acceptably or if his/her responses are meager, proceed as follows: a. Present a word. b. Discuss all unique aspects of the stimulus, e.g., loudness, softness, intensity, pitch, clarity, timbre, meanings, etc. c. Present a second word. d. Repeat activity b. e. Present both words. f. Choose all aspects of each stimulus which are different. When necessary list the unique qualities of each and have the student compare them. g. Present the words again and have the student name only the ways in which the sounds or words are different.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Present a word. Ask the student to name all the antonyms he/she can.

2. Read two sentences. Ask the student to tell in what ways they differ.

3. Ask the student to perform an activity. Then ask the student to perform an opposite activity, e.g., climb up/climb down, walk rapidly/walk slowly.

4. Read two paragraphs. Ask the student to tell in what ways the descriptions are different.[5]

5. Choose examples from other academic fields, e.g., positive and negative electrical charges. Ask the student to tell how they differ.

CONCEPT TO IDENTIFY	PROCEDURE
Isolate an idea	1. Read a sentence. Determine if the student is able to isolate a specific concept. 2. If the student is unable to isolate the required concept, proceed as follows: a. Read a sentence. b. Discuss the meaning of the sentence, e.g., "What actions were performed?" "Who performed them?" "What was the purpose of the action?" c. Read the sentence again. d. Ask a specific question about the sentence and ask the student to respond. e. Read a different sentence. Ask the student to respond to a question about the sentence.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Read several similar sentences. Ask the student to tell which best describes the action.

2. Read a short paragraph. Ask the student a specific question. The student must recall what was read to answer the question.

3. Read a short paragraph. Read several sentences which summarize the paragraph. Ask the student to repeat the statement which best states the main idea.

4. Read a selection from history. Ask the student a question regarding the selection, e.g., "What was the cause of the battle? Why did the pioneers travel so far?"

5. Read the stories from **Standard Test Lesson in Reading**[6]. Ask the student to answer the questions.

CONCEPT TO IDENTIFY	PROCEDURE
Relationship between words, sentences, ideas, etc.	1. Read several words. Determine if the student is able to describe the relationship of the words, i.e., cold, freezing, shivering, frigid. 2. If the student is unable to respond acceptably or if his/her responses are meager, proceed as follows: a. Present a series of similar words. b. Read one word at a time. Discuss the meanings of the word. If necessary list them. c. Present the next word and repeat activity b. d. Continue in this manner through the list of words. e. Ask the student about the similarities of the words. When necessary have the student compare the lists. f. Present the series of words again and ask the student to tell how they are similar. g. Present a different series of words and ask the student to discuss their similarities.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Read several similar sentences. Ask the student to tell what they have in common.

2. Present several historical situations. Ask the student to tell in what ways they are similar.

3. Read several poems. Ask the student to compare similar concepts.

SKILL: Utilize concepts presented orally.

II. LONG RANGE GOAL

Given a stimulus situation the student indicates an ability to utilize spoken language meaningfully by responding as directed.

A. SHORT TERM OBJECTIVE:

Given an auditory input the student is able to respond appropriately.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Orally present a series of instructions. Require the student to perform them whenever appropriate, e.g., placing a heading on his/her paper, giving an oral report, writing bibliographic data.
2. Play "Find The Treasure." Give the student a series of directions which will require the student to move around the room, through the building, or out onto the playground. If the student follows the directions carefully he/she will find the "treasure."
3. Teach one student a new game, e.g., Scrabble[7], Canasta[8]. Ask the student to teach the game to the other class members.
4. Teach the use of the slate and stylus[9] through auditory instructions.

B. SHORT TERM OBJECTIVE:

Given two or more auditory concepts the student is to retain them, consider them in relation to each other and respond as directed.

CONCEPTS TO BE PRESENTED	PROCEDURES
Words Phrases Sentences Paragraphs	1. Determine if the student is able to retain two words, phrases, . . . at a time and discuss their relationships. 2. If the student is unable to do so, proceed as follows: a. Present a word, e.g., joyful. b. Discuss all the meanings of the word. If necessary write all the meanings the

student thinks of. Supply additional meanings if the student's responses are meager. Use the word in sentences.

c. Present a second word, e.g., gleeful.
d. Repeat procedure b.
e. Compare the similarities and differences in the meanings of the words. Discuss subtleties and shades of meaning.
f. Proceed in this manner to more complicated demands, e.g., comparison of phrases, sentences, paragraphs.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Ask the student to tell how certain terms are alike. . .how they are different, e.g., "How are a shoe and a sock alike?" "How are they different?"

2. Orally present a term. Ask the student to name an item which is similar, e.g., mountain—hill, ridge, alp.

3. Orally present a series of words. Ask the student to tell which does not belong to the group, e.g., birch, aspen, hickory, privet, maple (privet is the only bush.)

4. Ask the student to name several words which satisfy a specific requirement, e.g., "What objects are round?" "Which men were President of the United States during time of war?"

5. Ask the student to name items which satisfy several requirements, e.g., What is rectangular and soft? (Towel, sheet), What is sweet and sticky?" (Honey, molasses, marmalade).

6. Present an analogous situation. Ask the student to complete the analogy, e.g., "Ice is cold/fire is___." "A ball is round/a box is___."

7. Read two poems. Ask the student to tell how they are similar, how they differ.

8. Read two separate paragraphs dealing with the causes of different wars, e.g., World War I, World War II. Ask the student to tell in what way the causes were similar, in what ways they were different.

9. Use

Sentence Sense[10]
Building Verbal Power In The Upper Grades[11].

AUDITORY ASSOCIATION

BIBLIOGRAPHY

[1] **We Listen and Learn**. Wilson Educational Recordings, Cassettes Unlimited, Roanoke, Texas 76262.

The small child listens to songs, games and activities. The child is then directed to perform a bodily movement. The teacher should supervise the sessions in order to evaluate the student's response. The skills are clearly presented and no adaptation of the device is necessary for use with visually impaired students.

[2] **Stories In Sound**. Children's Music Center, 5373 West Pico Boulevard, Los Angeles, California 90019.

The small child listens to stories that are presented in sound. The teacher then asks questions about what was heard. He/she has to develop her own questions as there is no teacher's manual with the aid.

[3] **144 Genuine Sound Effects**. Victor Hathe and Company, Box 9738, Fort Worth, Texas 76107.

[4] Ferris, Helen. **Favorite Poems Old and New**. Garden City: Doubleday and Company, Inc. 1957.

"...more than 700 poems, old favorites,... new poems that children have taken to their hearts...great poems of all times."

[5] Fuller, Edmund and O.B. Davis. **Introduction To The Essay**. New York: Hayden Book Company, Inc. 1972.

Although some of the essays in this book are lengthy, paragraphs can be selected easily for comparative purposes. The selections are the writings of recognized purposes. The selections are the writings of recognized authors and are excellent pieces of literature.

[6] McCall, William A., and Lelah Mae Crabbs. **Standard Test Lessons In Reading**. New York: Teachers College Press. 1961.

This series of five books consists of short stories followed by questions relating to the reading. It is suggested that the teacher read the selection to the students and then ask them to answer the questions. The questions vary in complexity. Some deal with simple what and where information whereas others require more involved responses.

[7] **Scrabble**. Selchow and Righter Company, Department M. 200 5th Avenue, New York, New York.

[8] Gibson, Walter B. **Hoyle's Simplified Guide To The Popular Card Games**. Garden City: Doubleday and Company, Inc. 1971.

"...tells the reader everything he will need to know about the most popular card games of today. It gives the rules and the alternate rules where these are in good standing."

[9] Slate and Stylus. Howe Press of Perkins School for the Blind, Watertown, Massachussets 02172.

[10] **Sentence Sense**. Educational Corporation of America, 984 Livernois Road, Troy, Michigan 48084.

The 20-minute lessons on these cassettes are designed to develop basic sentence concepts. The teacher can highlight the information to which the student is to listen in order to direct his/her attention to important material. The teacher will need to develop appropriate discussion questions.

[11] **Building Verbal Power In The Upper Grades**. Classroom Material Company, 93 Myrtle Drive, Great Neck, New York 11021.

The student listens to the records and then answers the questions. The material presented deals with grammar and parts of speech. The student may either respond orally or write the answers.

Auditory Comprehension

Listen...
Listen...

AUDITORY COMPREHENSION

Auditory comprehension refers to the ability to bring together and integrate all previously learned listening skills to a level where the student is able to derive meaning from a lengthy passage through the utilization of cognitive skills. Examples of auditory comprehension include:

- . . .Is the student able to answer questions involving how and why situations?
- . . .Is the student able to see relationships and draw conclusions?
- . . .Is the student able to understand abstract concepts?
- . . .Is the student able to theorize on attitudes?

The student with auditory comprehension deficits is unable to:

- . . .Understand relationships between characters or ideas.
- . . .Understand the why and the how which motivate actions and/or thoughts.
- . . .Understand the motivations behind the actions of the characters.

Auditory comprehension is an ability which is added to the six functional skills discussed by Eden, et al, in **Auditory Training**. The contributors to **The Guide** agreed that special emphasis had to be placed on the integration of discrete skills and abilities which comprise independent and effective use of listening. It is recognized that many areas of listening must be highly trained if the visually impaired student is to function adequately. The development of these abilities must not be left to chance. Critical listening is a highly developed skill for it establishes". . .a more intensive focus on what is being said. . .The purpose is to detect fallacies in the presentation of a theme. It is this listening. . .that is most needed when obtaining truth is paramount." (Way, p. 474).

AUDITORY COMPREHENSION

SKILL: Identify and utilize effectively the type of listening required, e.g., for facts, for amusement, for concepts.

I. LONG RANGE GOAL:

Given an auditory stimulus the student will synthesize the information and select the appropriate type of listening skill.

A. SHORT TERM OBJECTIVE:

Given an auditory stimulus the student will determine the purpose for listening and respond as directed.

TYPES OF LISTENING SKILLS	PROCEDURE
For recreation For main idea For specific information For supportive information For general concepts	1. Read a passage to the student. Ask a question to determine if the student has listened appropriately, e.g., for a specific name, for a main idea, for supportive ideas, etc. 2. If the student is unable to respond acceptably, proceed as follows: a. Read the passage again. b. Discuss the passage with the student. Point out all pertinent bits of information and how they relate, e.g., main idea and supportive data, or the humor in the situation and why it is funny. c. Read another similar passage. Ask the student the same types of questions as asked previously. Encourage the student to respond as fully as possible. d. Continue in this manner until the student is able to respond easily.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Read a story. Ask the student to discuss the problem presented.

2. Read several different types of passages. Ask the student to discuss how they differ and what would be the most appropriate listening skill to utilize.

3. Discuss how a specific piece of material could be listened to in different ways, e.g., for recreational purposes, for a class assignment, for information for a term paper.

4. Read passages which deal with facts, suppositions and opinions. Discuss how to differentiate between each. Read passages and ask the student to identify the type.

5. Ask a question which can be answered by listening to a designated paragraph, story or article.

6. Read a story but do not include the outcome. List several possible outcomes and ask the student to choose which is best.

7. Read the ending of a selection and ask the student to suggest a possible beginning.

8. Use:

   Listening Improvement Series: Listening Progress Laboratory[1] (cassette)
   Listen and Think[2] (tape).

B. SHORT TERM OBJECTIVE:

Given an auditory input the student will attend to the speaker and select the information required.

SKILLS TO DEVELOP	PROCEDURES
Tolerate distraction Listen for facts Accept divergent attitudes	1. Read a passage to the student. Determine if the student has well-developed skills by asking questions about what was read. 2. If the student is unable to answer or if his/her responses are meager, evaluate the reply to determine the cause of the problem. When appropriate, repeat the activities to strengthen prerequisite functional skills. 3. If the student continues to have difficulty read a short, precise article. Talk about the type of information required and how to extract it from the selection. Discuss why one answer is more acceptable than another. 4. Read another selection and repeat Procedure 3 as often as necessary.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Listen to tapes of speakers with dialects or heavy accents. Discuss ways of avoiding concentration on the dialect rather than the content of the presentation. Replay the selection. Ask the student questions about what was heard.
2. Read a passage. Ask the student to outline the pertinent information as the reading progresses.
3. Activity 2 can be varied by asking the student to write down the answer to specific questions while listening to the presentation.
4. Plan a class debate. Be sure to involve the students in the rebuttals.
5. Encourage class discussions involving controversial issues. Encourage each member to really **listen** to what the others are saying.
6. Use:

   Non-visual Communication: Reading by Listening[3]
   Learning by Blind Students Through Active and Passive Listening[4]
   Listen and Think (cassettes or records)[2]
   Voices of Our Times (cassettes or records)[5]
   Computapes (cassettes)[6]

SKILL: Utilize cognitive abilities to bring meaning to what is heard.

II. LONG RANGE GOAL:

Given an auditory input the student will respond in a manner indicating that the student understands what was heard and utilizes skills appropriate to the demands of the task.

A. SHORT TERM OBJECTIVE:

Given words in context the student will indicate a knowledge of the terms by responding as indicated.

CONCEPTS TO MASTER	PROCEDURES
Expand the meanings of familiar terms. Choose the precise term to convey meaning. Select the correct meaning for words in context.	1. Determine if the vocabulary of the student is appropriate for his/her age and grade placement. When appropriate, the vocabulary subtest of a standardized reading test such as the Gates-MacGinitie or the Nelson-Denny can be used. 2. If the student gives evidence of weak or faulty vocabulary concepts, proceed as follows: a. Review the exercises and activities listed in Auditory Reception, Words, p. 9, Auditory Discrimination, Words, p. 21, Auditory Memory, Words p. 43. b. Discuss the words being studied. Emphasize the multiple meanings for each word. c. Use one word in several sentences. Ask the student to give all the meanings. d. Give the student many opportunities to utilize the words being studied. e. After a reasonable period of time, evaluate the student's growth to determine what progress has been made.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Ask the student to give as many different definitions for a word as possible.
2. Say a word. Have the student use the word in sentences. Each sentence should utilize a different meaning for the word.
3. Involve the student in activities which call for the use of synonyms, homonyms, and antonyms.
4. Encourage the student to use descriptive terms in his/her conversation. Ask the student to elaborate on a thought or an idea for as long as possible without becoming repetitive.
5. Discourage the use of slang or jargon in classroom discussions. Too often popular or "fad" expressions hide the student's inability to call upon or retrieve the correct term.
6. Use:

   Developing L.T.R.[7] (cassettes)

B. SHORT TERM OBJECTIVE

Given an auditory input the student will regulate his/her listening emphasis and his/her purpose for listening to the speaker and then respond as directed.

LISTENING SKILLS	PROCEDURES
Adjust to the speaker's rate of speech. Anticipate the speaker's next point. Evaluate alternative solutions.	1. Determine if the student is able to adjust his/her listening ability to the demands of the tasks, e.g., the student able to gather information from a very rapid speaker, able to anticipate the points the speaker will make? 2. If the student is unable to do so, proceed as follows: a. Prepare a tape to play for the student. b. Tell the student the topic of the presentation. Ask the student to suggest major points the speaker may make. c. Discuss other possible points with the student. d. Play the tape to check the student's responses. e. Present recordings of persons who speak very rapidly. Ask the student to list the major points of the presentation.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Before attending an assembly lecture, discuss with the students any new vocabulary which might be used.

2. If a speaker is to present a lecture dealing with new or unusual material, discuss the topic and possible purposes with the students.

3. Utilize tapes and recordings of famous speeches. Ask the students to outline the pertinent facts.

4. Present a recording of a situation involving a problem. Ask the student to suggest possible solutions.

5. Vary activity 4 by representing a problem from history, e.g., The Cuba missile situation or the Watergate affair. Ask the students to suggest possible solutions to the problems involved.

6. Prepare taped presentations in expanded or compressed speech.

7. Use

Vara-Speech[8]
Variable Speed Control[9]

C. SHORT TERM OBJECTIVE:

Given a recorded piece of poetry or literature the student will understand the material and find enjoyment in listening to such works.

MATERIAL TO MASTER	PROCEDURE
Recognize literary and poetic techniques: symbolism foreshadowing alliteration similes onomatopoeia analogy	1. Orally present a piece of poetry or literature. Determine if the student understands what was heard and whether or not he/she enjoyed the selection. 2. If the student is unable to respond acceptably, proceed as follows: a. If the student is unable to understand material appropriate for his/her age and ability, repeat the activities listed in previous sections of this curriculum. It is very possible that more basic skills are not well-developed. b. Otherwise, discuss the selection with the student. Talk about the different literary devices and how they can be identified. Give the student an opportunity to identify them in other selections. c. Talk about the ideas in the selection under discussion. Ask the student to describe his/her ideas as the student listens to the selection.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Read a selection. Discuss the literary techniques used to develop ideas in the selection. Ask the student to suggest other ways of expressing the same ideas[10]

2. Read a paragraph or poem and ask the student to identify as many different literary devices as possible[11,15]

3. Have the students prepare and present puppet shows, dramatizations or poetry hours[12]

4. Ask the student to describe what is experienced as the student listens to a dramatization or presentation.

5. Play recordings of the radio dramas of the 1930's and 1940's such as "The Shadow", or "One Man's Family[13]. Ask the student to describe his/her reactions to the presentation.

D. SHORT TERM OBJECTIVE:

Given an auditory input the student will select the items of information which are pertinent and then respond as directed.

ITEMS TO SELECT	PROCEDURES
Literal facts Supporting information	1. Read a passage. Determine if the student is able to select the information requested. 2. If the student is unable to do so, proceed as follows: a. Reread the selection. b. Discuss the presentation with the student. c. Point out the information requested. d. Discuss why the information is correct. e. Read a different selection and ask for specific information.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Listen to advertising techniques[1,5]. Discuss the difference between fact and promotional techniques.

2. Present political speeches. Ask the student to list all the propaganda devices he/she recognizes.

3. Play a recorded speech. Ask the student to make a list of the facts upon which the speaker based the conclusions.

4. Listen to several news reports of the same event. Compare the varied interpretations by different commentators.

5. Activity 4 can be varied when listening to political commentators. Ask the student to determine if the commentator is supportive or critical of the politician. Encourage the student to try to determine the commentator's political leanings.

6. Use the first six chapters of **Applied Logic**[4].

E. SHORT TERM OBJECTIVES:

Given an auditory input the student will determine the motives behind the actions of the speaker and respond as directed.

SKILLS TO DEVELOP	PROCEDURES
Determine motives Think critically Reason logically	1. Present a recorded speech. Determine if the student is able to analyze the contents of the presentation logically. 2. If the student is unable to do so, proceed as follows: a. Replay the speech. b. Discuss the selection. Ask questions which require careful analysis of the material. c. Encourage the student to think through his/her ideas and analyze his/her responses. d. Encourage the student by suggesting ideas be listed in logical order. e. Emphasize the importance of dealing with the facts presented and avoiding extraneous material.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Listen to recordings of events, such as school activities or political speeches. Ask the students to determine why and how the thoughts were directed.

2. Read a literary selection[15]. Ask the students to discuss why the characters reacted as they did.

3. Present a story involving a problem situation[15]. Ask the student to analyze the problem and organize the components in a logical order.

4. Read a statement involving illogical reasoning[14]. Ask the student to determine the errors in reasoning.

5. Present the exercises in Part Two of **Applied Logic**[14].

F. SHORT TERM OBJECTIVE:

Given an auditory stimulus the student will follow the development of ideas, settle on the main premise and respond as directed.

SKILLS TO DEVELOP	PROCEDURES
Determine developmental order Extract main ideas Draw conclusions	1. Present an auditory selection. Determine if the student is able to analyze the material. 2. If the student is unable to do so, proceed as follows: a. Assess the areas of difficulty. If necessary reintroduce the activities listed in the sections on auditory memory and auditory sequential memory. b. Otherwise discuss the selection with the student. c. List pertinent facts and information. d. Discuss the order of the ideas in the selection and the importance of each idea. e. Present a different selection. Ask the student to analyze the new information in a similar fashion.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Listen to a news broadcast. Ask the student to retell the events in order.
2. Play "I'm Going on a Trip." The first student says, "I'm going on a trip to___and in my suitcase I'll take___." The next student repeats all that was heard and adds an additional item. The game continues in this manner until one student is unable to remember the order of items added to the suitcase.
3. Present a recorded speech. Ask the students to write the main point of the speech in one sentence.
4. Vary activity 3 by asking the students to write the main idea and the items the speaker used to support the premise.
5. Present a recorded speech but do not play the conclusion. Ask the students to suggest possible conclusions. Replay the selection, including the ending, to determine which students were most accurate.

G. SHORT TERM OBJECTIVE:

Given an auditory input the student will assess what is heard against personal experience and select what is pertinent and/or relevant.

TERMS TO BE ANALYZED	PROCEDURES
Emotionally-laden words Motivational words Descriptive words Definitive words	1. Read a passage to the student. Determine if the student is able to identify the emotionally-laden words or descriptive terms. 2. If the student is unable to do so proceed as follows: a. Determine if the student knows the meanings of the words in the passage. b. Discuss how meanings can change subtly when combined with certain words that are strongly emphasized. c. Talk about the reasons which cause an individual to react more strongly to one word than another. d. Read a different passage and ask the student to select the terms being analyzed.

DEVELOPMENTAL ACTIVITIES AND MATERIALS

1. Read stories to the class which incorporate emotionally-laden words. Discuss why such words cause one to react emotionally. Discuss ways of avoiding the feelings of antagonism such words cause.

2. Make lists of emotionally-laden words. Ask the students to make up stories using the words and tell them to the class. Ask the rest of the class to tell how they feel about the stories.

3. Activities 1 and 2 can be changed to use motivational words or descriptive words.

4. Read a story utilizing descriptive terms[15]. Reread the story, changing the descriptive terms but leaving the main theme intact. Ask the students to discuss how the feeling or mood changes with altered terminology.

5. Read a newspaper editorial or listen to a commentary. Ask the students to list all the terms which deal with emotional attitudes or which attempt to alter the listener's thinking.

AUDITORY COMPREHENSION

BIBLIOGRAPHY

[1] **Listening Improvement Series: Listening Progress Laboratory.** Educational Progress Corporation, 8535 East 41st Street, Tulsa, Oklahoma 74145.

There are twenty cassettes in this series of listening materials. Different skills are emphasized throughout the series. The content of the tapes is appropriate for use with students who are functioning at a fourth through ninth grade level.

[2] **Listen and Think.** Adapted Program. American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky 40206.

A series of materials adapted for visually impaired students that can be used for the development of listening and thinking skills. There are materials available for grades one through nine. Each level consists of 15 lessons and can be done independently of teacher supervision.

[3] Foulke, Emerson, "Non-Visual Communication: Reading by Listening." **Education of the Visually Handicapped.**
Part IV, 1969, #1, pp. 79-81.
Part V, 1969, #1, pp. 120-121.
Part VI, 1970, #2, pp. 23-25.
Part VIII, 1970, #2 pp. 57-59.

[4] Nolan, Carson Y., and J. E. Morris. "Learning by Blind Students Through Active and Passive Listening." **Exceptional Children.** No. 36, 1969, pp. 173-181.

[5] **Voices of Our Times.** Singer Educational and Training Products, 1345 Diversey Parkway, Chicago, Illinois 60614.

This item is designed to increase social awareness through listening to others express ideas. It involves thirty minutes of listening time. It is presented at a high level, assuming some developed auditory comprehension skills.

[6] Bezuszka, Stanley J., et al. **Computapes.** Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois 60611.

Computapes: Modules 1-6. Comprehensive series of cassette tapes for practice in basic arithmetic skills. The 56 casettes contain 112 lessons, each 10 to 20 minutes long. Tapes are in six modules – Addition and Subtraction A and B; Multiplication and Division A and B; Fractions, and Decimals and Percents. This series is designed for grades 1 to 6.

Computapes: Modules 7-11. Comprehensive series of cassette tapes for practice and reinforcement in basic skills and concepts. The 46 cassettes contain 92 lessons, each 15 to 25 minutes long. Each lesson is accompanied by 2 to 4 pages of worksheet material with examples, problems, and illustrations for that lesson. This series is appropriate for grades 5 - 9.

[7] **Developing – L.T.R.** Wilson Educational Recordings, Cassettes Unlimited, Roanoke, Texas 76262.

Language-oriented tapes which are presented to stimulate an interest in words and increase vocabulary. Each lesson is 20 minutes long and is appropriate for use with junior high school students.

[8] **Varispeech**, Lexicon, Inc., Waltham, Mass. 02154.

[9] Variable Speed Controls in Cassettes and Tape Recorders and Talking Books. American Printing House for the Blind.

These machines have controls which permit the student to speed-up and slow down the recording rate.

[10] Lazarus, Arnold, Andrew, MacLeish and H. Wendell Smith. **Modern English: A Glossary of Literature and Language.** New York: Grosset and Dunlap, Inc., 1971.

This glossary of literature and composition includes entries and definitions of literary

terms and techniques. It is a comprehensive volume of terms used in the study of English.

[11] Ferris, Helen, **Favorite Poems, Old and New**. Garden City: Doubleday and Company, Inc. 1957.

". . .more than 700 poems, old favorites, . . . new poems that children have taken to their hearts. . .great poems of all times."

[12] Cerf, Bennett, and Van Cartnell (ed.). **Thirty Famous One Act Plays**. New York: The Modern Library, 1943.

[13] **When Radio Was King, Original Radio Programs**. Memorabilia Records, Box 24, Northridge, California 91324.

A series of thirty albums, each presenting an episode from a favorite radio program of the forties or fifties. The albums can be purchased separately.

[14] Little, Winston W. and Harold W. Wilson. **Applied Logic**. Boston: Houghton Mifflin Company, 1955.

Part Two of this text discusses different types of fallacies and how they are used to influence the thinking of individuals.

[15] Brodkin, Sylvia Z. and Elizabeth J. Pearson. **Modern American Essays**. New York: Globe Book Company, 1967.

This collection of essays by American writers presents a wealth of material to use in the development of good reasoning skills. Sections of the writings could be useful in assignments that deal with problem solving.

FOOTNOTES

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Frierson, Edward C. and Walter B. Barbe, ed., **Educating Children With Learning Disabilities**. New York: Appleton-Century-Crofts, 1967.

Johnson, Doris J., and Helmer P. Myklebust. **Learning Disabilities, Educational Principles and Practices**. New York: Grune & Stratton, 1967.

Lerner, Janet W. **Children With Learning Disabilities**. Boston: Houghton Mifflin Co., 1971.

Wagner, Guy, et al. **Listening Games: Building Listening Skills With Instructional Games**. New York: Macmillan Co., 1970.

Way, John Gilbert, "Teaching Listening Skills," **The Reading Teacher**, Feb., 1973, pp. 472-476.

GLOSSARY

ACRONYM- Word formed from the initial letters or syllables of successive parts of a compound term.

ALLITERATION- Repetition of the same sound at the beginning of two or more words.

ANALOGY- A relation of likeness between two or more things.

AUDITORY CHANNEL- The modality through which an individual receives information via the hearing mechanism.

AUDITORY PERCEPTION (AUDITORY PERCEPTUAL AREA) The interpretation of information absorbed through the hearing mechanism.

AUDITORY SCREENING A cursory evaluation of an individual to determine if a hearing loss might be present.

BACKGROUND SOUNDS- Those noises which comprise our environment but which are not immediately important and which do not require attention.

BEHAVIORAL ACTIVITIES- Activities which are developed for the purpose of modifying or changing behavior.

COGNITIVE PROCESSES- Processes of dealing with information at the most advanced intellectual levels involving understanding of the material dealt with.

DEFICIT- An area in which an individual does not function at an anticipated level.

DOMINANT NON-VERBAL SOUND- The environmental sounds upon which the listener focuses attention.

DOMINANT VERBAL SOUND- The language sounds upon which the listener focuses attention.

FINE DISCRIMINATION- The ability to identify discrete or minimal differences.

FOREGROUND SOUNDS- Those noises in the environment upon which one focuses one's attention or concentration.

FORESHADOWING- To prefigure or suggest beforehand.

FUNCTIONAL SKILLS- Basic abilities which are utilized in the acquisition of information.

GROSS DISCRIMINATION- The ability to recognize obvious differences.

HIERARCHICAL- In a progressive manner from the most simple to the most complex.

HOMONYM- Words which are pronounced alike but are spelled differently and have different meanings.

INTEGRATION- The process of bringing together and making whole.

LISTENING SKILLS- The ability to gather information through the hearing mechanism.

LONG RANGE GOAL- The desired end products of education (skills and attitudes of learning).

MEMORY BANK- The store of knowledge or information which the individual possesses and calls upon.

METAPHOR- A figure of speech in which one object is used in place of another to suggest similarity.

NON-ACADEMIC LEARNING- The aspects of experiential learning which need to be mastered if the individual is to be able to live independently.

NON-VERBAL SOUNDS- Sounds of the environment which do not involve the use of spoken language.

ONOMATOPOEIA- Formation of words to imitate natural sounds.

PHONEMES- Individual speech sounds conveying meaning.

BEGINNING: Those which appear at the beginning of a word.

FINAL: Those which appear at the end of a word.

MEDIAL: Those which appear in the middle of a word.

PHONETICS- The study of sounds as they relate to language.

PRE-PHONETICS- Basic awareness skills upon which language is developed.

PRESCRIPTIVE-EDUCATIONAL PLAN An individualized program developed for a student, based on the diagnosis of his/her individual strengths and weaknesses.

RETRIEVE-(RETRIEVAL SYSTEM) The ability to search the memory bank and select a specific word, thought or concept.

SHORT TERM OBJECTIVE A specific statement of desired results or outcomes to be achieved within a specified time.

SIMILE- A figure of speech comparing two unlike things.

SPECIFIC LEARNING DISABILITIES- And educationally significant discrepancy between apparent capacity for language behavior and actual level of language functioning (Frierson and Barbe, p. 10).

SYMBOLISM- The investing of thoughts or ideas with inner meaning.

SYNONYMS- Words of the same meaning.

TACTILE AWARENESS- Sensitivity to what is touched.

TACTILE SKILLS- The ability to gather information through the sense of touch.

VERBAL SOUNDS- The sounds and words which comprise spoken language.

VERBAL SYMBOL- The elements of language — letters, words.

VISUAL CHANNEL- The modality through which the individual receives information via the seeing mechanism.

VISUALLY IMPAIRED STUDENTS- Those students who require modifications in their educational program as a result of a visual loss.

BIBLIOGRAPHY OF PROFESSIONAL LITERATURE AND MATERIAL

Auditory Familiar Sounds. Developmental Learning Materials, 7440 N. Natchez Avenue, Niles, Illinois 60648.

Tape and cassette presentation of 50 familiar sounds. Also includes 50 flash cards.

Auditory Perception Training Program. Developmental Learning Materials, 7440 N. Natchez Avenue, Niles, Illinois 60648.

This program covers five areas: auditory memory, auditory-motor, auditory figure/ground, auditory discrimination and auditory imagery. Consists of spirit masters and cassettes at three levels for each area. Individual sections may be purchased.

Auditory Training with Use of Rhythm Bank Instruments, Developmental Learning Materials, 7440 N. Natchez Avenue, Niles, Illinois 60648.

A tape for training auditory discrimination. Rhythm band instruments can also be purchased.

Bush, Wilma and Giles, Marion, **Aids to Psycholinguistics**. Columbus: Charles E. Merrill Publishing Co., 1969, pp. 191-215.

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A basic program consisting of 77 taped lessons. Includes a teacher's manual and outline book.

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A comprehensive annotated bibliography of published material.

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Get Fit While You Sit, Educational Activities, Box 392, Freeport, New York.

Records with auditory input and motor responses.

Hansen, Robert., **Media Project: Auditory**, Texas School for the Blind, 1972.

A curriculum guide developed at the School for the Blind. It includes suggested materials and activities which can be used to develop listening skills.

Lewis, Thomas R., and Nichols, Ralph G., **Speaking and Listening**, DuBuque, Iowa, Wm. C. Brown, 1965.

Listen-Look-Learn. Crowd Associates, P.O. Box 4007, Akron, Ohio 44321.

This series provides an introduction to, exercise in, and review of the sequential skills basic to any language arts program in the elementary school. The series is divided into four basic skill areas: reading readiness, consonants, and vowels, for intermediate students. The six units of advanced reading skills are included in the catalog. Full-color transparencies introduce the new skills and concepts. Duplicating masters provide reinforcement and review. The record or cassette guides students viewing each transparency and gives directions for using each duplicating master. Each unit is available in three forms.

Listening Skills for Pre-Readers, Vol., 1-5, Classroom Material Co., 93 Myrtle Drive, Great Neck, N. Y. 11021.

Lowell, Edgar and Marguerite Stoner, **Play It By Ear – Auditory Training Games** (music section), John Tracy Clinic, 806 W. Adams Blvd., Los Angeles, California 90007.

Perceptual Learning Systems, P.O. Box 4209, Dearborn, Michigan 48216.

Platts, et al, **The Spice Series**, Crowd Associates, P.O. Box 4007, Akron, Ohio 44321.

Spice, Anchor, Rescue and Flair are four books from the Series which suggest activities in the areas of language arts, remedial reading and creative writing. The activities are to be read to the student who then performs as directed.

Roberts English Series: A Linguistic Program, Harcourt Brace and World, Chicago, Illinois 1968.

Good poems for listening in co-ordination with phonics.

Russell, David H., and Russell, Elizabeth F., **Listening Aids Through The Grades – One Hundred and Ninety Listening Activities, New York**: Teachers College Columbia University, 1959.

A listing of activities and games which can be used for the development of listening skills. The material is grouped by grade level.

Stern, Catherine, et al, **We Learn to Listen**, Structural Reading Series, 1963.

Talking With Mike, Spoken Arts, 310 North Avenue, New Rochelle, New York 10901.

Tok-Back, Developmental Learning Materials, 7440 N. Natchez Avenue, Niles, Illinois 60648.

Simple speech mask of lightweight, molded plastic. When placed over the mouth, it amplifies the voice by reflection. The voice is heard through the ears rather than bone conduction.

Stocker, Claudell S., **Listening for the Visually Impaired: A Teaching Manual**, Charles C. Thomas, Springfield, 1973.

This manual was developed for use with visually impaired adults. There are numerous activities which can be used with the older student and are good for the development of basic listening skills.

Valett, Robert E., **The Remediation of Learning Disabilities**, Fearon, 2165 Park Boulevard, Palo Alto, California 94306, 1967.

The section entitled perceptual-motor skills presents a series of activities and sources for the development of auditory acuity, auditory decoding, auditory memory, auditory sequencing and auditory-vocal association. Some of the activities need to be adapted for use with the visually impaired student. The suggestions are geared to the younger child.

Wagner, Hosier, Blackman, **Listening Games**, Macmillan Co., 1970.

A listing of games and activities which can be used with elementary aged students for the development of listening skills. The activities are simply and clearly described as well as easy to follow.